



**School Committee
Meeting Book**

**December 7, 2016
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**December 7, 2016 7:00pm
Town Hall—100 Maple Avenue
Selectmen's Meeting Room**

<u>Items</u>	<u>Suggested time allotments</u>
I. Public Participation	7:00-7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments:	
A. Shrewsbury High School Student Advisory Committee: Report	7:10 - 7:25
V. Curriculum	
A. Shrewsbury High School Testing: Annual Report	7:25 - 7:45
B. State Standardized Testing: Annual Report	7:45 - 8:10
VI. Policy	
VII. Finance & Operations	
A. Enrollment Projections: Annual Report	8:10 - 8:25
VIII. Old Business	
IX. New Business	
A. Assabet Valley Collaborative: Update	8:25 - 8:30
X. Approval of Minutes	8:30 - 8:35
XI. Executive Session	
A. Negotiations related to collective bargaining with and a grievance by the Shrewsbury Education Association Unit A	8:35 - 8:50
B. Negotiations related to collective bargaining with the Shrewsbury Education Association Unit B	8:50 - 9:00
XII. Adjournment	9:00

Next regular meeting: December 21, 2016



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 12/7/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Sandra Fryc, Chairperson
Dr. B. Dale Magee, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Erin Canzano, Committee Member
Mr. John Samia, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **12/7/16**
A. Shrewsbury High School Student Advisory Committee: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Shrewsbury High School Student Advisory Committee?

BACKGROUND INFORMATION:

1. Under the Massachusetts Education Reform Act, school districts are required to have a Student Advisory Committee (SAC), consisting of five high school students who are elected by the student body. The SAC is required to meet with the School Committee during the year to review various issues of concern to the student body. Mr. Andrew Smith, SHS social sciences teacher, serves as the faculty advisor to the SAC.
2. This is the second presentation of the 2016-17 school year by the SAC.
3. Mr. Wensky is the School Committee liaison to the SAC.

ACTION RECOMMENDED:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Andrew Smith, SHS Teacher and Faculty Advisor to the SAC
Mr. Todd Bazydlo, SHS Principal
Benjamin George, Student, Class of 2018, SAC Chair
Vikram Pathalam, Student, Class of 2017
Mark Bray, Student, Class of 2017
Maya McCollum, Student, Class of 2018
Prisha Singh, Student, Class of 2019

Student Advisory Committee
Agenda for the School Committee meeting on December 7, 2016

I. Student Advocacy

Shrewsbury High School provides students opportunities to improve the school community by encouraging empowerment and advocacy through multiple mediums. A few areas that provide a voice to students include our annual Town Meeting, mock Presidential election, and advisory groups.

- a. Town Meeting
- b. Election Results
- c. Technology Advisory Group

II. Activities at SHS

SHS students are constantly getting involved with our community and participating in a wide range of extracurriculars. Students are staying active by connecting with international exchange students, supporting local families through fundraisers, and involving themselves in performances on the stage and on the fields.

- a. Student Exchange with China
- b. Food Drive
- c. Fall Play
- d. Fall Sports

Thank you for your continuous support of the SAC.

Respectfully submitted,

Benjamin George
Chairperson

Vikram Pathalam, Mark Bray, Maya McCollum, Prisha Singh
SAC Members



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **V. Curriculum**

MEETING DATE: **12/7/16**

A. Shrewsbury High School Testing: Annual Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on Shrewsbury High School's 2015-16 results on various academic tests?

BACKGROUND INFORMATION:

1. Each year, a report is presented that includes student performance data on the SAT, SAT II, Advanced Placement tests, etc.
2. Mr. Bazydlo and Ms. Nga Huynh will summarize the report and be available to answer questions.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School

Ms. Nga Huynh, Director of School Counseling, Shrewsbury High School

Shrewsbury High School Testing Report

Class of 2016



**Presented to the School Committee
December 7, 2016**

**Todd Bazydlo, Principal
Nga Huynh, Director of School Counseling**

Shrewsbury High School Testing Report Class of 2016

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Summary Statements

SAT (formerly referred to as the SAT I or SAT Reasoning Test):

- Page 6 **Average Scores—1600 scale and 2400 scale (Figures 1 and 2)**
- Based on the 1600 scale, Shrewsbury’s SAT scores decreased seven points from 1131 to 1124. Even with the decrease, these scores remain well above the state and national averages of 1047 and 1002, respectively.
 - Based on the 2400 scale, Shrewsbury’s SAT scores decreased eleven points from 1678 to 1667. These scores remain well above the state and national averages of 1553 and 1484, respectively.
- Page 7-8 **SAT: Individual Critical Reading, Math, and Writing scores**
- On each individual section, Shrewsbury’s scores had a decrease:
 - Critical Reading score decreased by 6 points. **(Figure 3)**
 - Math score decreased by 1 points. **(Figure 4)**
 - Writing score decreased by 4 points. **(Figure 5)**
- Page 9 **SAT: Critical Reading, Math, and Writing scores by Gender (Figure 6)**
- In the Critical Reading and Math scores, Shrewsbury males scored higher than females like the state and national trends. However, Shrewsbury males scored higher on the Writing section (M – 545) of the SAT unlike the state (M – 475) and national (M – 475) trends. Overall, Shrewsbury males scored higher in all three subtests of the SAT.
 - Critical Reading (M – 553; F – 536)
 - Math (M – 602; F – 562)
 - Writing (M – 545; F – 541)
- Page 10 **SAT: Participation Rates—Local School Districts (Figure 7)**
- All students at Shrewsbury High School are encouraged to take the SAT in preparation for college admissions. For the Class of 2016, 94% of seniors took the SAT, a particularly high percentage compared to most other high schools locally, statewide, and nationally.
- Page 11 **SAT: Comparison of Local School Districts (Figure 8)**
- Shrewsbury students in the Class of 2016 are compared to high schools in the region.
- Pages 12 **SAT: Shrewsbury High School One-Year and Five-Year Comparisons (Figure 9)**
- Shrewsbury experienced a decrease in scores compared to last year. However, when scores are compared to 5 years ago, they continue to be higher by 6 points in Critical Reading, 14 points in Math, and 3 points in Writing. With an overall increase of 20 points over the past 5 years on the 1600 scale.

Subject Test Scores:

Page 13-16 **Summary of SAT Subject Tests (Figures 10 – 17)**

- In six of the eight SAT Subjects Tests, Shrewsbury students score higher when compared to students in Massachusetts and the nation. Individual Subject Test scores are summarized over the next several pages.
- This year, there is a notable gain compared to last year in the US History Subject Test (p.14) of 59 points compared to the state average and 68 points when compared to the national average. Students taking the Biology Subject Test (p.15-16) have an option to take the test with an emphasis on Molecular Biology or Ecological Biology. The majority of students at Shrewsbury elected to take the Ecological Biology Subject test this year, and both scores outpaced state and national averages. The Literature and Physics subject tests show a decrease in scores when compared to the state and/or national standards.

ACT:

Pages 17-18 **ACT Participation Rates and Mean Scores (Figure 18,19, 20)**

- As a whole, Massachusetts has one of the lowest participation rates in the country. However, Shrewsbury continues to see an increase in the number of students electing to take the ACT in addition to the SAT over the past few years. Of the 392 students in the Class of 2016, 155 students (40%) took the ACT. This is an increase of 6% compared to last year.
- The average ACT score for the Shrewsbury's Class of 2016 is 25.4 (based on a scale of 1 – 36). This score is equivalent to about 1170 on the SATs.

Advanced Placement Exams:

Page 20 **Appropriate Grade Levels for AP Courses**

- The College Board does not recommend students in the 9th grade for AP courses. Instead, students should "develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP."
- Nationally, 73% of all AP Exams were taken by juniors and seniors.
- Of all students taking AP Exams nationally, 21% of students take three or more exams; in the class of 2016, 51.2% of Shrewsbury students take three or more exams.

Page 21 **Participation Rates (Figure 21)**

- The number of exams administered has decreased by 124 exams to a total of 546 exams. The number of students taking AP exams decreased by sixty-one students, 282 (juniors and seniors combined).
- **Fifty percent (50%) of the students in the Class of 2016 took at least one AP exam.**

Page 22 **Average Scores—Shrewsbury High School and Nationally (Figure 22)**

- Scored on a scale of 1 – 5, the average AP Exam scores of Shrewsbury students are particularly impressive. All of the seventeen AP courses at Shrewsbury had an average score above 3.3—and ten out of seventeen had an average score of 4.0 and above. All scores were above the state and national averages.

Page 23

AP Exams: Comparison of Local School Districts (Figure 23)

- Most colleges award students scoring a 3 or higher with college credit. Shrewsbury students in the Class of 2016 ranked fourth out of ten comparable high schools in the region when comparing the percentage of students earning a score of 3 or higher.

Pages 24-25 **Exam Results—Shrewsbury High School**

- The percentage of students in the Class of 2016 scoring 3 or above is 93%.
- Twelve out of 17 AP courses offered at Shrewsbury had at least 90% of their students scoring at a 3 or above.
- Forty-three percent (43%) of the exams administered resulted in a score of 5—the highest possible score available. **(Figure 24)**

Page 25

Scholars

- The total number of AP scholars in 2016 is 107.
- Ninety of the 195 seniors (46%), who took AP exams were named AP Scholars or above. Six students were named AP National Scholar, granted to students who receive an average grade of 4 on all AP exams taken **and** a grade of 4 or higher on eight or more exams. This is an increase of four students from last year.

PSAT/NMSQT

Page 26-27 **National Merit Scholarship Program**

- Two students from the Class of 2016 were named National Merit Finalists and were Scholarship Recipients.

Final Comments

Page 27-28 **Final Overview of the 2015 – 2016 School Year**

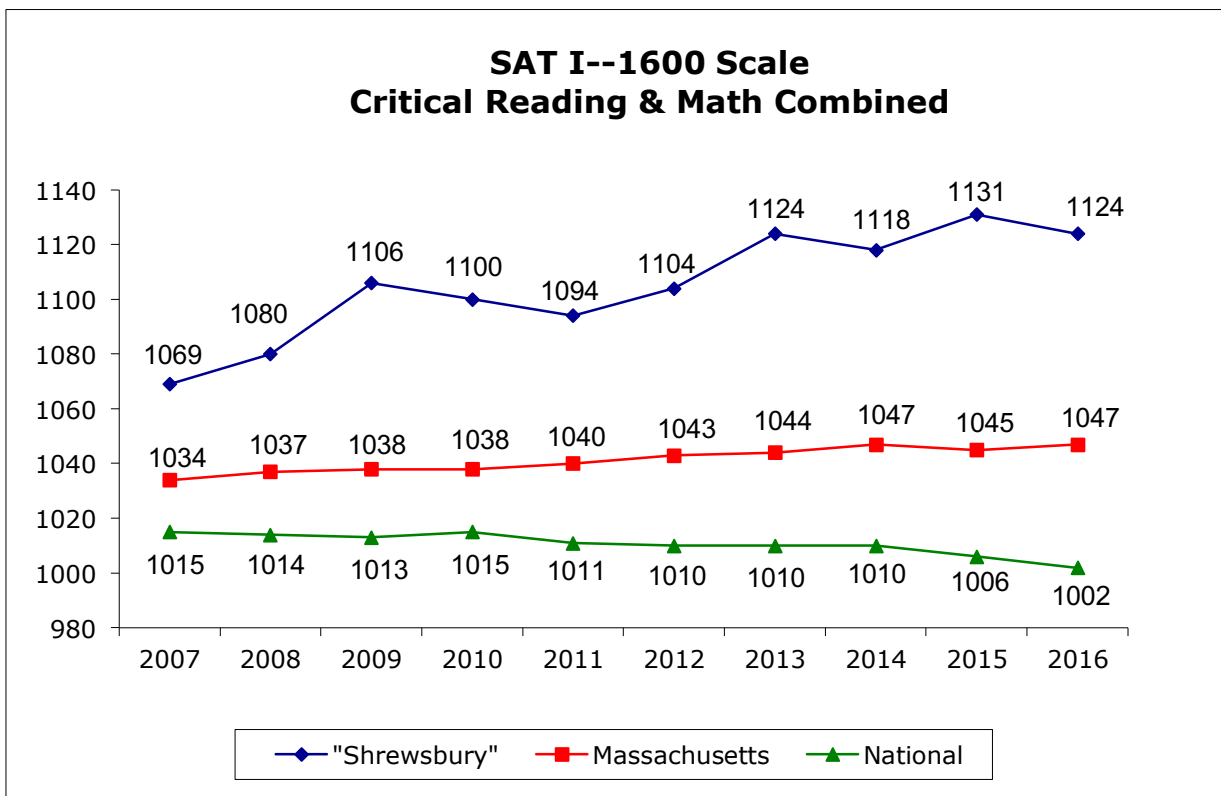


Figure 1

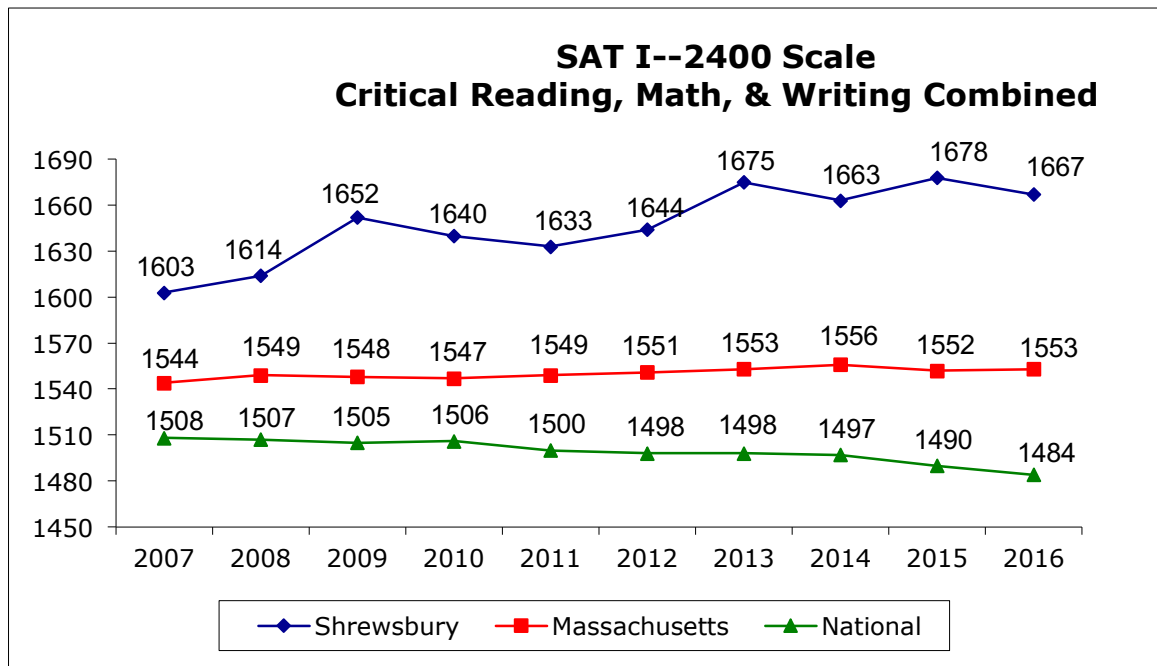


Figure 2

Critical Reading & Math Sections

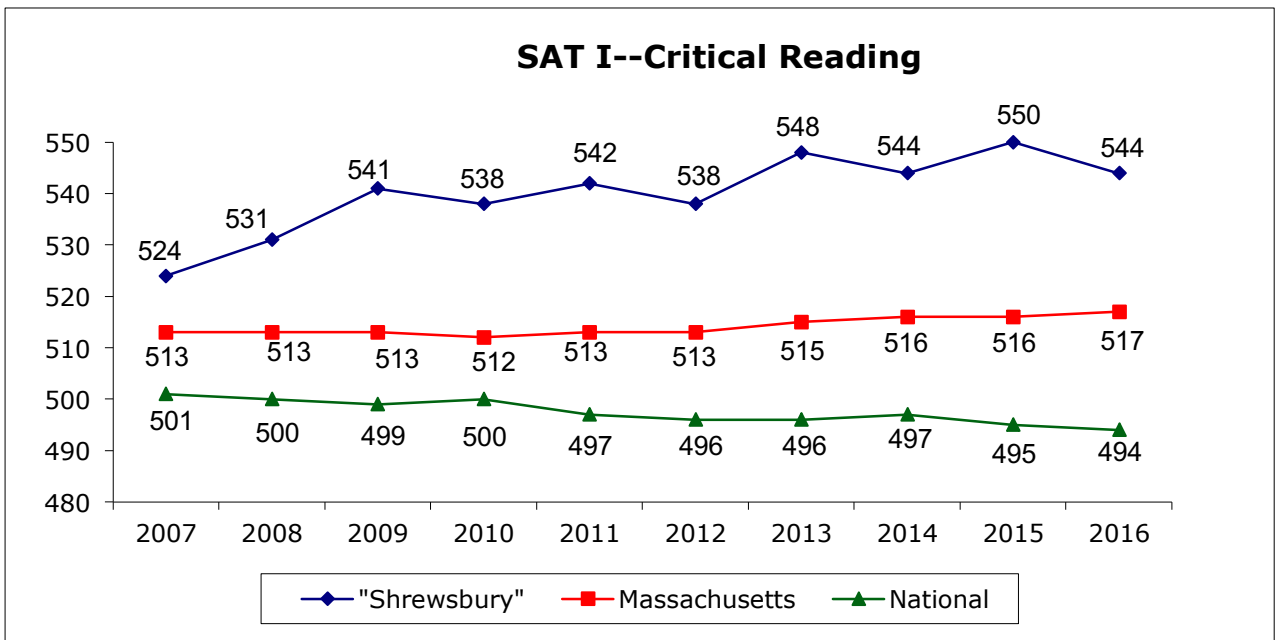


Figure 3

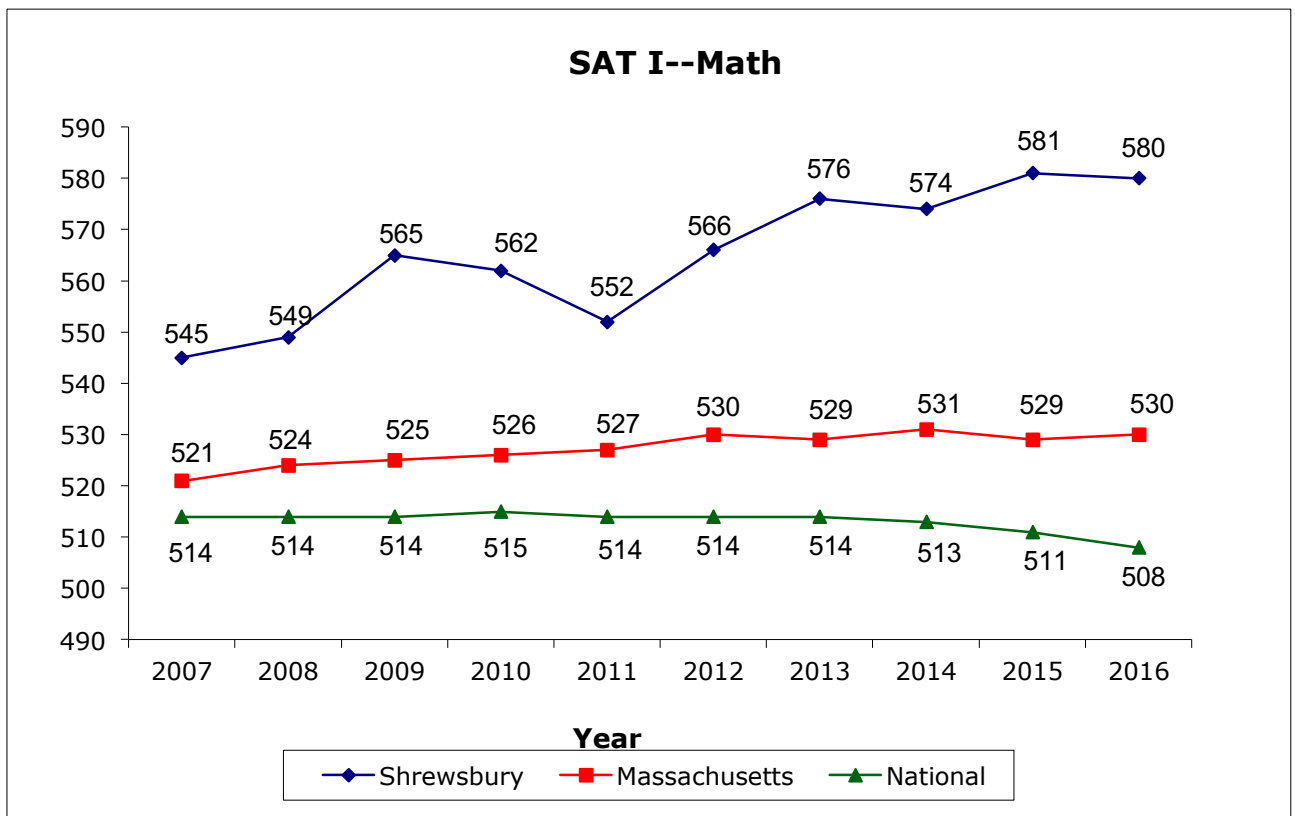


Figure 4

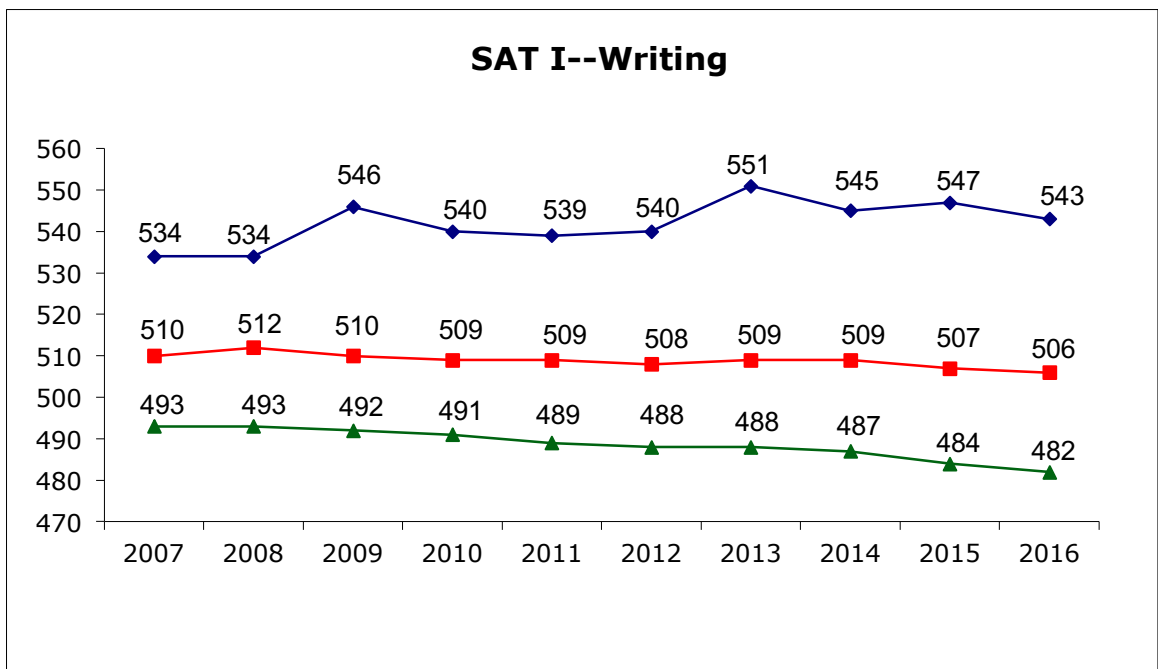


Figure 5

Critical Reading, Math, and Writing Scores by Gender Shrewsbury High School, Massachusetts, and Nationally

Critical Reading	SHS	Massachusetts	National
Males	553	495	495
Females	536	493	493
Male-to-Female Difference	+17	+2	+2
Math	SHS	Massachusetts	National
Males	602	524	524
Females	562	494	494
Male-to-Female Difference	+40	+30	+30
Writing	SHS	Massachusetts	National
Males	545	475	475
Females	541	487	487
Male-to-Female Difference	+4	-12	-12

SAT—Scores by Gender 2016 Shrewsbury High School

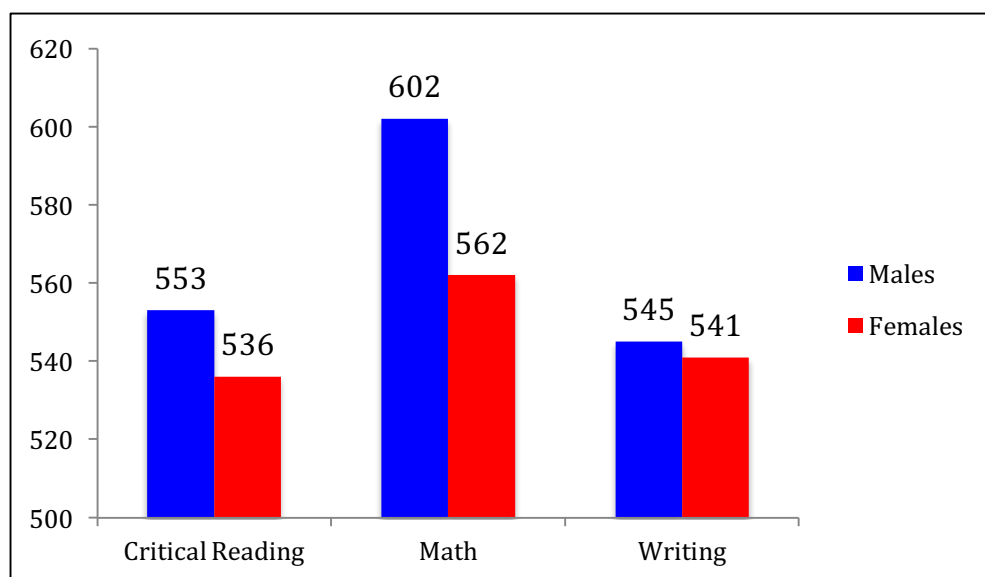


Figure 6

SAT Participation Rates Local School Districts

School	# of test takers	Class 2016 Class Size	Participation Rate (%)
Wachusett	472	552	86%
Chelmsford	360	420	86%
Acton-Boxborough	423	480	88%
Algonquin	333	373	89%
Westboro	225	251	90%
Nashoba	239	263	91%
Hopkinton	278	307	91%
Westford Academy	382	418	91%
Franklin	382	411	93%
Shrewsbury	369	392	94%

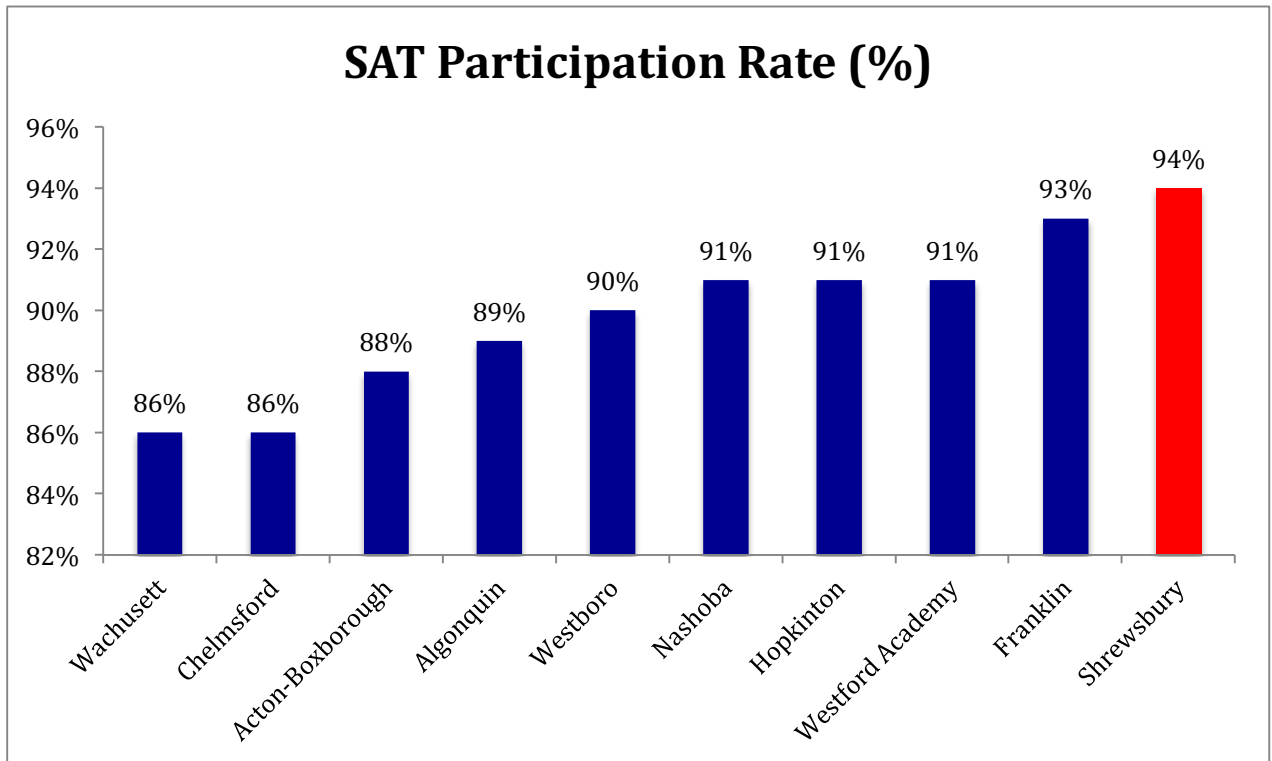


Figure 7

SAT Mean Scores

Local School Districts 2016

School	# of test takers	Critical Reading	Math	Combined CR and Math	Writing	Total--all three sections
Wachusett	472	538	524	1062	554	1616
Chelmsford	360	545	519	1064	556	1620
Franklin	382	542	532	1074	556	1630
Nashoba	239	552	539	1091	563	1654
Hopkinton	278	552	544	1096	580	1676
Algonquin	333	551	552	1103	556	1659
Shrewsbury	369	544	580	1124	543	1667
Westboro	225	583	577	1160	608	1768
Westford Academy	382	594	580	1174	612	1786
Acton-Boxborough	423	616	607	1223	640	1863

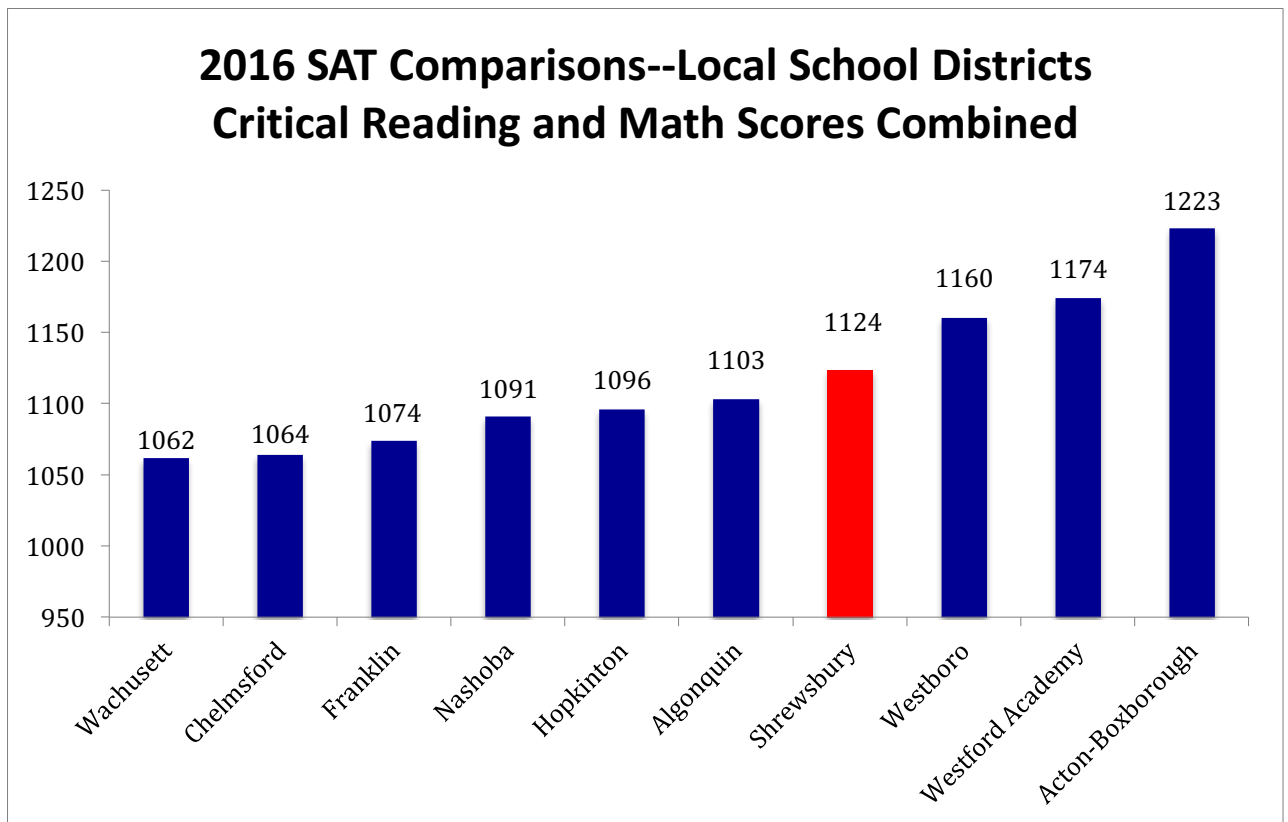


Figure 8

Shrewsbury High School One-Year and Five-Year Comparisons

SAT:	2016 Scores	2015 Scores	One-Year Differential	2012	5-Year Trend
Critical Reading	544	550	-6	538	+6
Math	580	581	-1	566	+14
Writing	543	547	-4	540	+3
1600 Total	1124	1131	-7	1104	+20
2400 Total	1667	1678	-11	1644	+23

SAT Scores—Shrewsbury High School One-Year Comparisons and Five-Year Trends

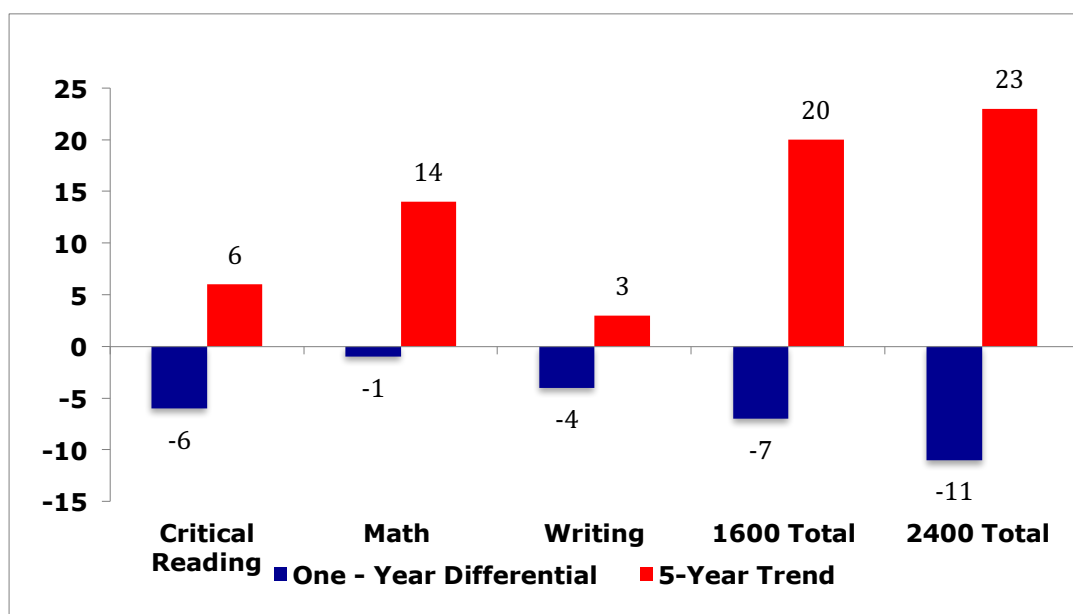


Figure 9

SAT Subject Tests

Most colleges do not require the Subject Tests; in fact, only 40 – 50 colleges in the United States requires students to submit SAT Subject Tests as part of the application process. Subject Tests offer colleges a way to gauge a student's knowledge of particular subjects. Most colleges requiring students to submit their Subject Test scores require two or three Subject Test scores.

Each SAT Subject Test is one hour in length, and students may take one, two, or three Subject Tests on each test date.

Along with several different language tests, SAT Subject Tests are offered in the following areas:

- **English:**
 - Literature
- **Mathematics**
 - Math I
 - Math II
- **Science:**
 - Biology—Ecological
 - Biology—Molecular
 - Chemistry
 - Physics
- **History:**
 - World History
 - U.S. History

Shrewsbury High School

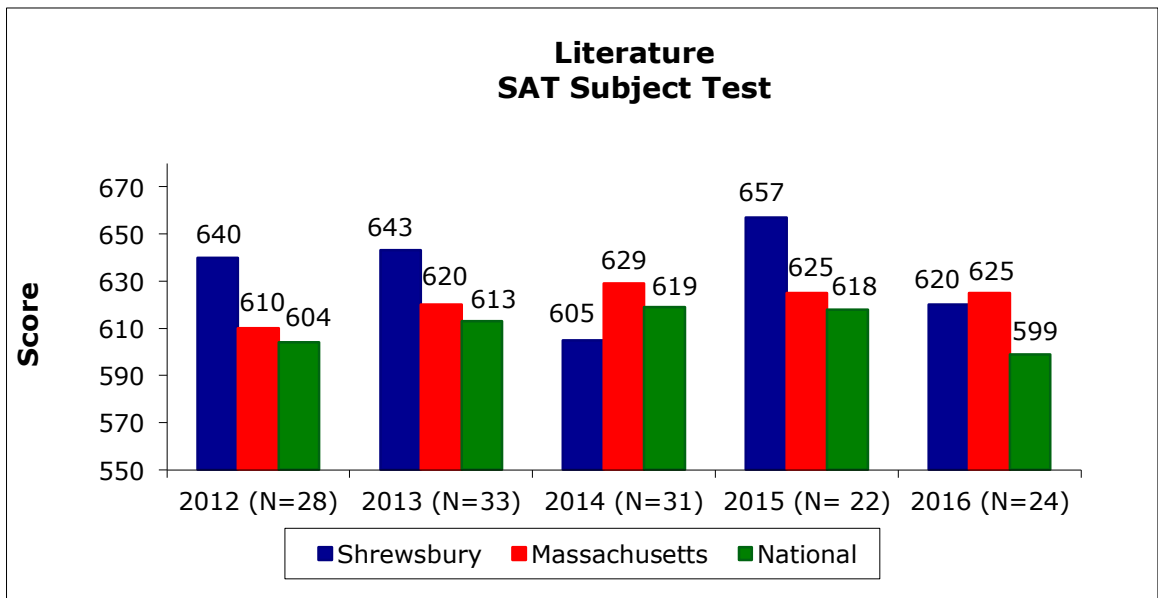


Figure 10

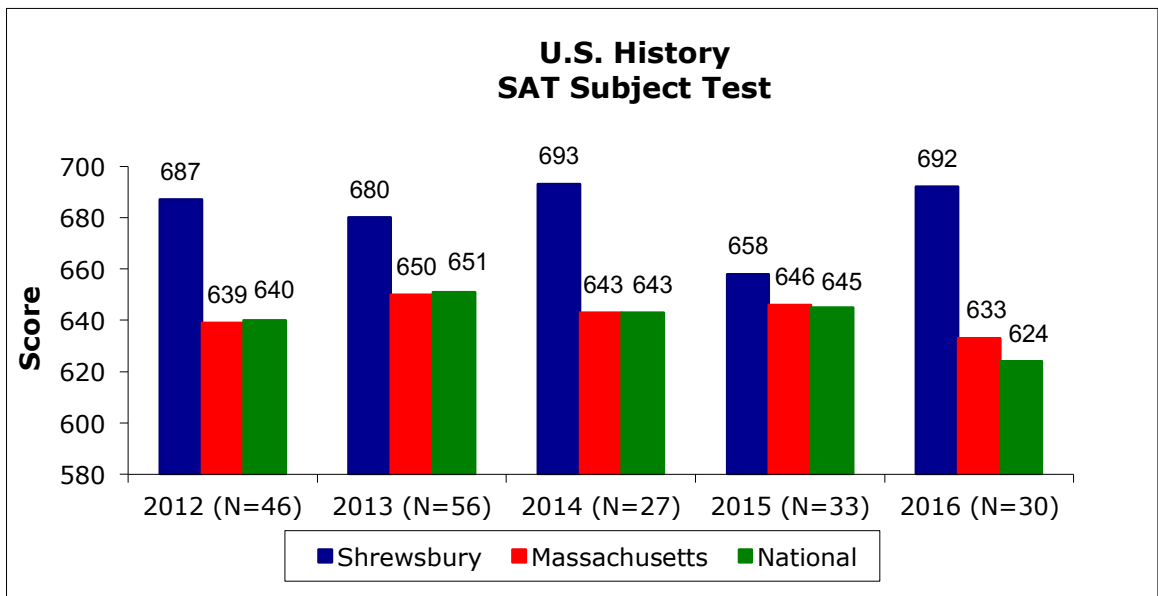


Figure 11

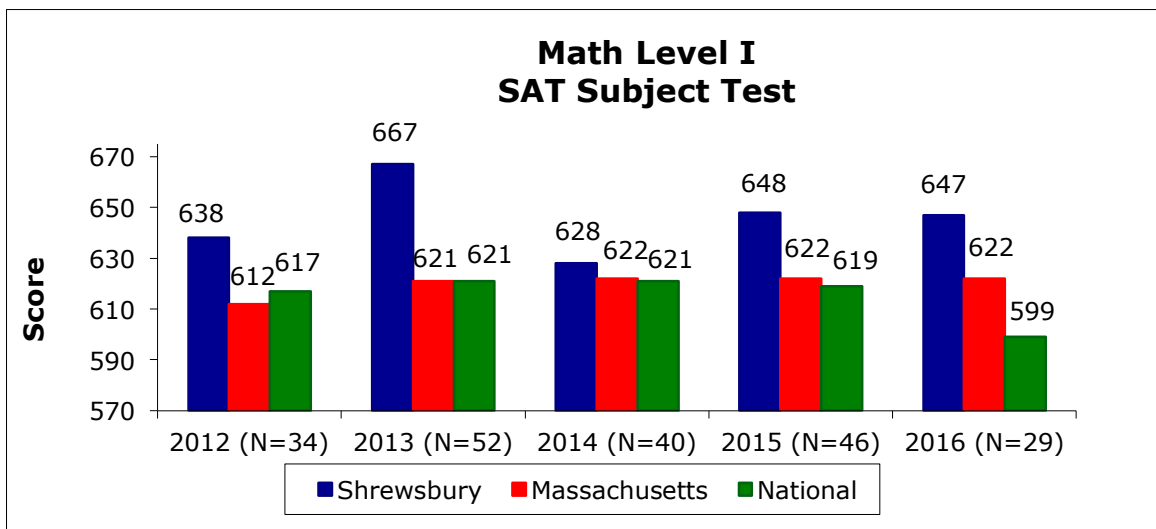


Figure 12

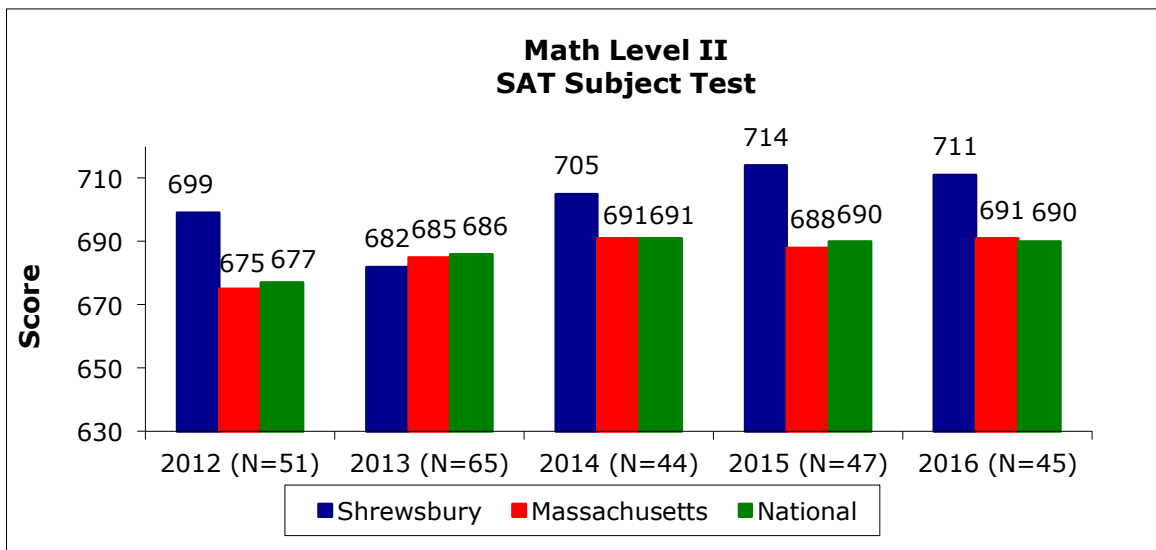


Figure 13

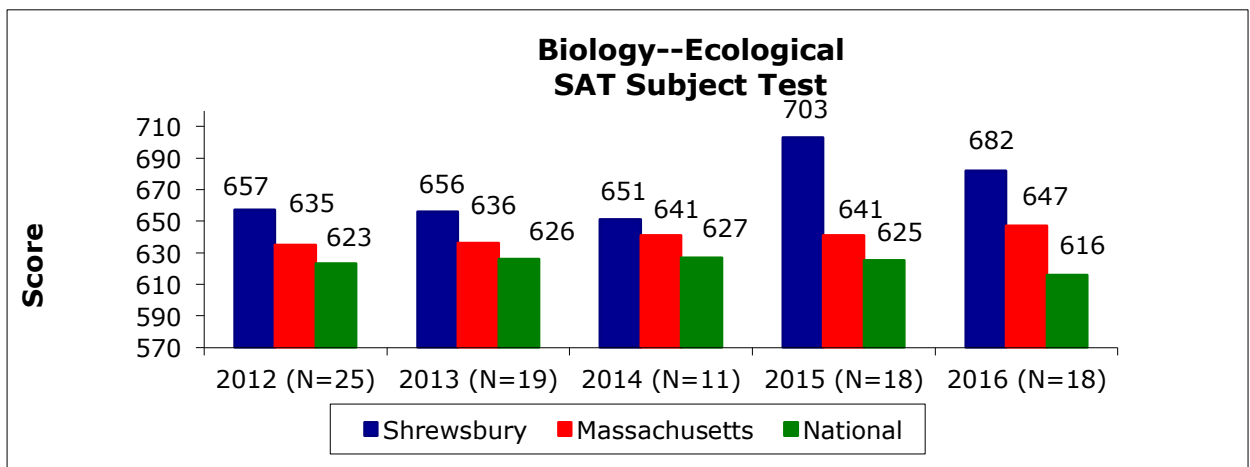


Figure 14

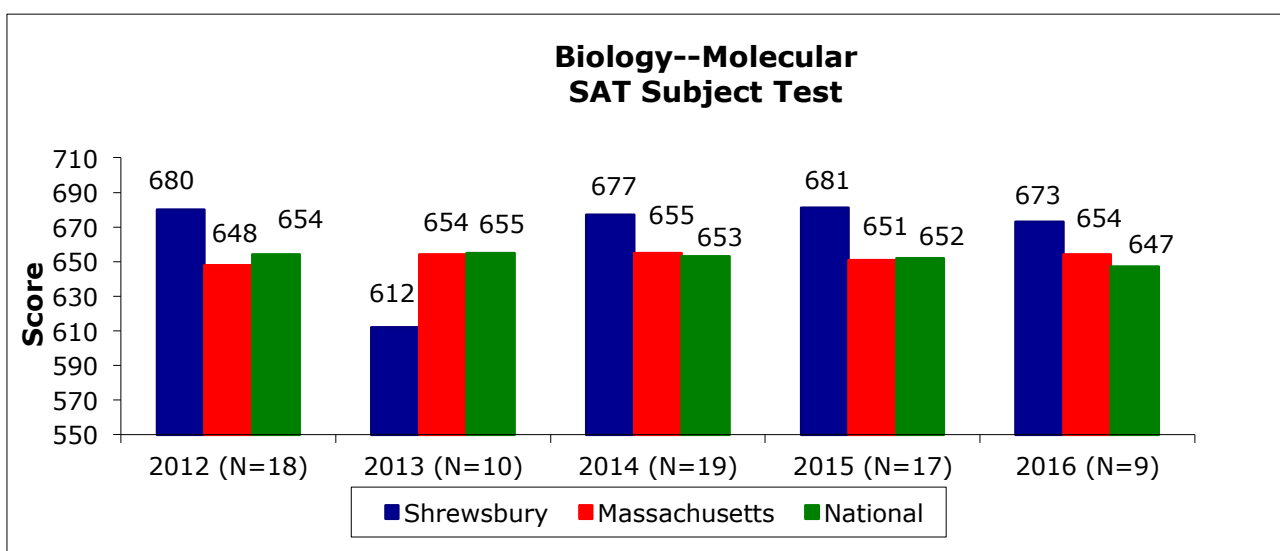


Figure 15

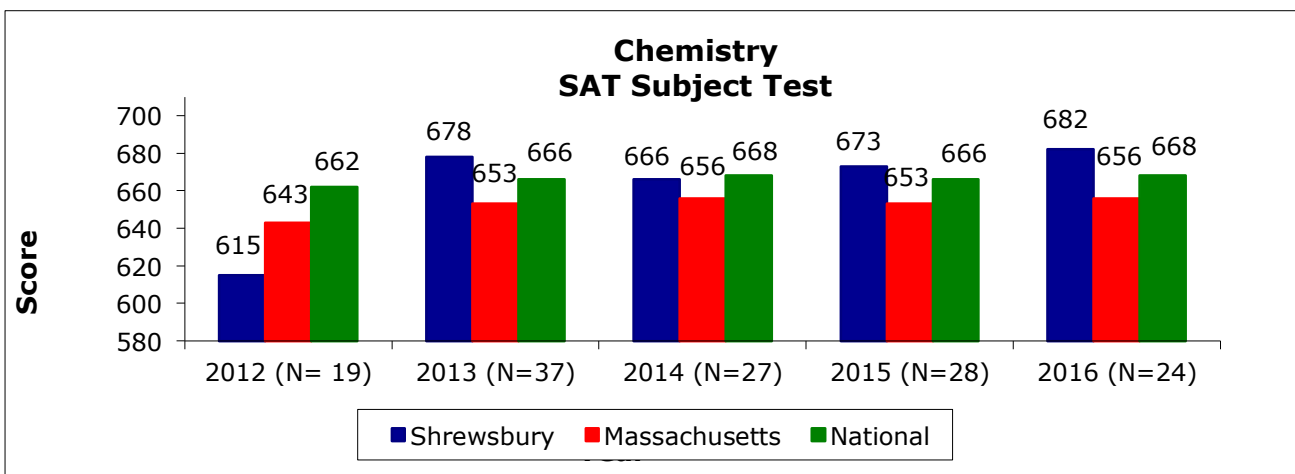


Figure 16

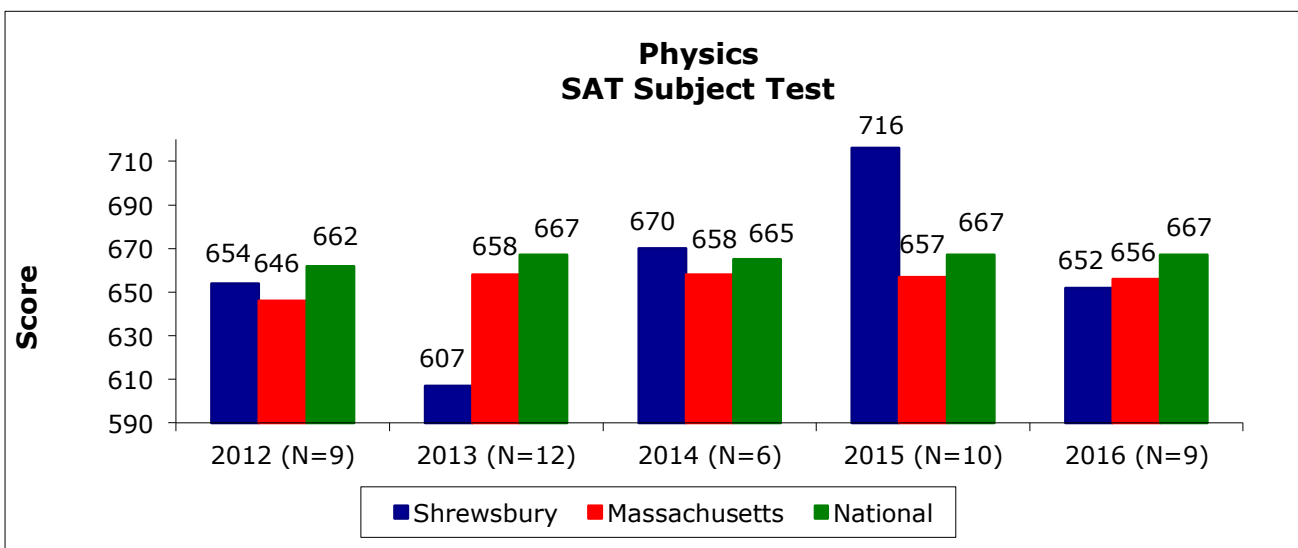


Figure 17

ACT

The ACT measures critical skills in English, mathematics, reading, writing, and science. ACT was previously known as the American College Testing Program, but that name has been dropped and today it's officially just the ACT (pronounced A-C-T).

Students receive six different scores—a composite score along with an individual score in English, Math, Reading, Science Reasoning, and Writing.

ACT STRUCTURE			
Section	Time	# of Ques.	Scoring
English	45 mins.	75	1 – 36
Math	60 mins.	60	1 – 36
Reading	35 mins.	40	1 – 36
Science Reasoning	35 mins.	40	1 – 36
Writing (Optional)	30 mins.	1 essay	2 – 12

Students may take the ACT™ more than once, and similarly to the relatively new SAT-reporting policy, students may specify which test date's score you'd like colleges to see.

Shrewsbury High School Score Results

Although growing in popularity, Massachusetts has one of the lowest ACT participation rates in the country. Historically, most schools in the mid-West and West encourage students to take the ACT. At the same time, most high schools in New England and the East Coast encourage students to take the SAT. On a national basis, 1.64 million students took the SAT last year and 2.00 million students took the ACT.

ACT Participation over a Seven-Year Span

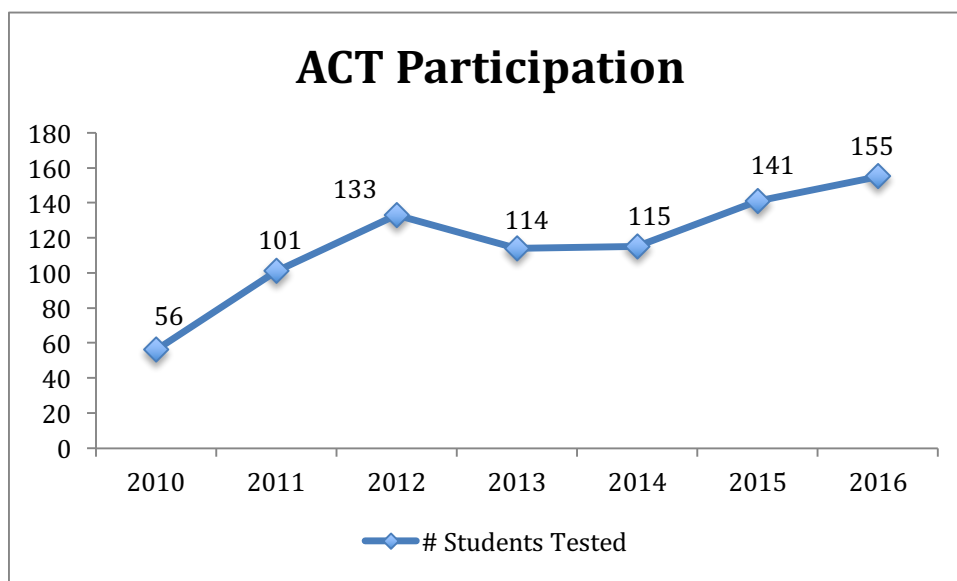


Figure 18

Of the 392 students in the Class of 2016, 155 students took the ACT with the following results in each section compared over a three year span. :

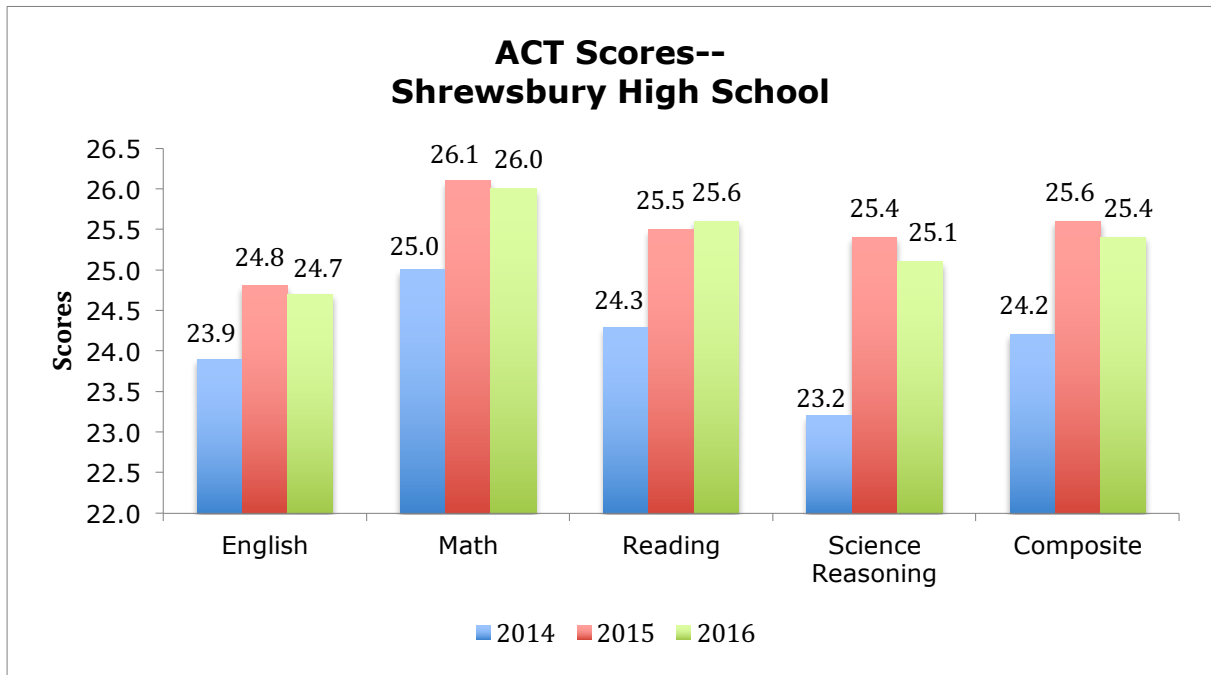


Figure 19

2016 SHS Mean ACT scores are compared with State and National Means:

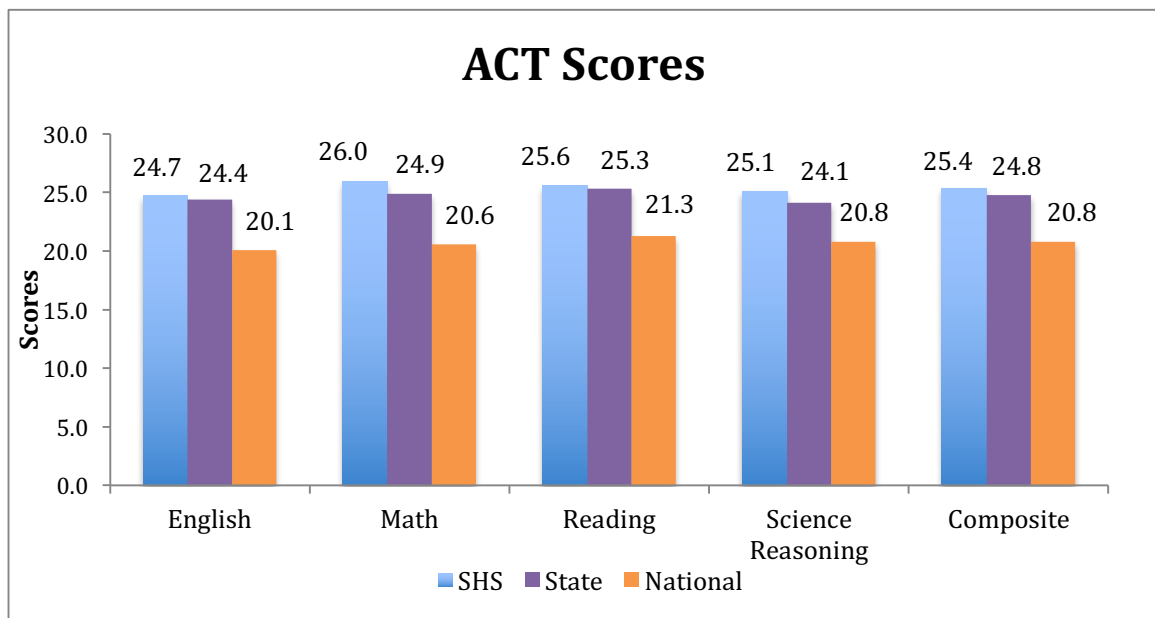


Figure 20

SAT – ACT Conversion Chart

SAT to ACT		ACT to SAT	
SAT score Critical Reading + Math	ACT Composite Score	ACT Composite Score	SAT score Critical Reading + Math
1600	36	36	1600
1540-1590	35	35	1560
1490-1530	34	34	1510
1440-1480	33	33	1460
1400-1430	32	32	1420
1360-1390	31	31	1380
1330-1350	30	30	1340
1290-1320	29	29	1300
1250-1280	28	28	1260
1210-1240	27	27	1220
1170-1200	26	26	1190
1130-1160	25	25	1150
1090-1120	24	24	1110
1050-1080	23	23	1070
1020-1040	22	22	1030
980-1010	21	21	990
940-970	20	20	950
900-930	19	19	910
860-890	18	18	870
820-850	17	17	830
770-810	16	16	790
720-760	15	15	740
670-710	14	14	690
620-660	13	13	640
560-610	12	12	590
510-550	11	11	530

Shrewsbury's composite ACT average score of 25.4 converts to approximately 1170 on the SATs.

Advanced Placement Program

The Advanced Placement (AP) Program consists of a series of college-level courses and exams for secondary school students. Satisfactory completion of an AP Exam makes it possible for a student to earn college credit or advanced standing in college prior to arrival on the college campus. AP Exams are rigorous, multiple-component tests that are administered each May.

Of the 392 students in the Class of 2016, 195 students (50% of the class) took at least one AP Exam. Overall, 546 exams were administered to students in 2016.

The following AP courses were offered during the 2015 – 2016 school year:

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- English Language
- English Literature
- Environmental Science
- French Language
- Human Geography
- Latin
- Music Theory
- Psychology
- Physics 1
- Spanish Language
- Statistics
- Studio Art Drawing
- U.S. History

Appropriate Grade Levels for AP Courses

The College Board's policy related to the appropriate grade levels for AP courses reads as follows:

"The AP Program recognizes the autonomy of secondary schools and districts in setting the AP course participation policies that best meet their students' unique needs and learning goals. At the same time, AP courses are specifically designed to provide challenging, college-level coursework for willing and academically prepared high school students. Student performance on AP exams illustrate that in many cases, AP courses are best positioned as part of a student's 11th and 12th grade academic experience. Some subject areas, however, such as World History and European History, can be successfully offered to academically prepared 10th grade students.

Educators should be mindful of the following when considering offering AP to younger students. AP courses are rarely offered in 9th grade, and exam results show that, for the most part, 9th grade students are not sufficiently prepared to participate in a college-level course. Therefore, the College Board believes these students would be better served by coursework focusing on the academic building blocks necessary for later, successful enrollment in college-level courses. Many college admissions officers support this position, feeling that students should not be rushed into AP coursework, but should instead develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP. AP coursework completed in 9th grade is not often deemed credible by the higher education community."

National Participation Rate in the AP Program

Of all students taking AP exams, the percentage of students at each grade level is indicated below. In other words, last year, 73% of all AP Exams were taken by juniors and seniors.

12 th grade	36%
11 th grade	37%
10 th grade	20%
9 th grade	7%

Number of AP Exams per Student—SHS and Nationally

The figures below show the cumulative number of exams individual students (from the Class of 2016 at Shrewsbury High School and nationally) took during their high school career from the years 2013 to 2016.

# of Exams Taken by Students	Class of 2016 National %	Class of 2016 Cumulative % National	SHS # of Students Taking Exams	Class of 2016 SHS %	Class of 2016 Cumulative % SHS
1	41.0%	41.0%	63	32.3%	32.3%
2	20.5%	61.5%	43	22.1%	54.4%
3	12.9%	74.4%	31	15.9%	70.3%
4	8.6%	83.0%	23	11.8%	82.1%
5	5.8%	88.8%	16	8.2%	90.3%
6 or more	11.2%	100%	19	9.7%	100%

Advanced Placement Participation Rates Shrewsbury High School

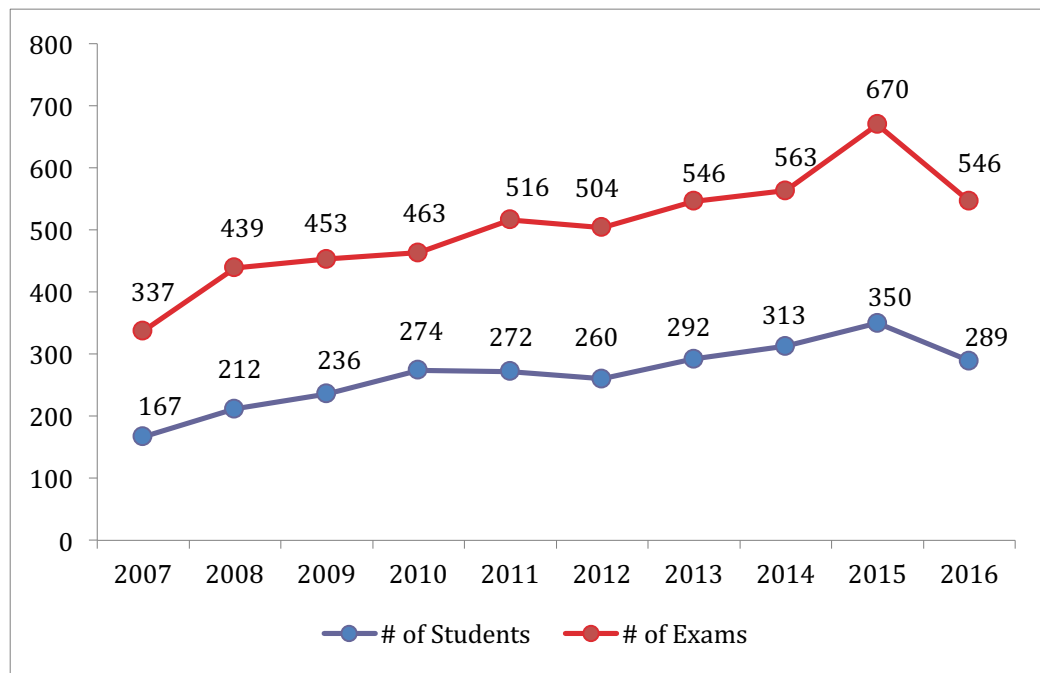


Figure 21

Advanced Placement Exams 2016

Average Scores Shrewsbury High School, Massachusetts, and Nationally

	# of Tests Taken	SHS	Mass	National
Biology	43	3.9	3.1	2.8
Calculus AB	33	4.3	3.2	2.9
Calculus BC	43	4.4	4.1	3.8
Chemistry	15	4.3	3.0	2.6
English Language	40	4.4	3.2	2.8
English Literature	25	4.3	3.1	2.8
Environmental Science	18	3.3	2.7	2.6
French Language	15	4.0	3.7	3.2
Human Geography	23	3.7	3.3	2.7
Latin	14	3.4	3.2	3.0
Music Theory	8	3.6	3.5	3.0
Psychology	103	4.2	3.3	3.1
Physics 1	9	3.6	2.5	2.3
Spanish Language	16	4.8	3.8	3.8
Statistics	62	3.9	3.0	2.9
Studio Art Draw	6	4.0	3.4	3.4
US History	43	4.4	3.1	2.7

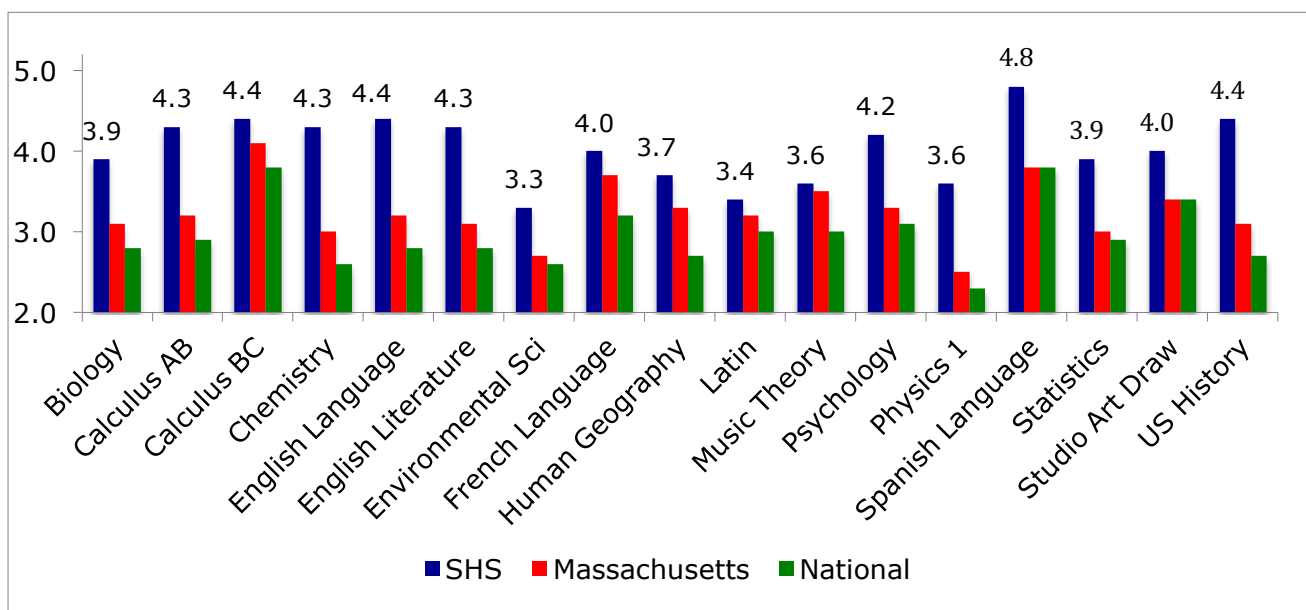


Figure 22

AP Exam Scores

Local School Districts

School	# of Test Takers	Total Exams Taken	% of Exams with Scores of 3, 4, or 5
Franklin	421	783	74%
Chelmsford	288	555	76%
Hopkinton	468	988	85%
Nashoba	291	520	85%
Wachusett	381	673	88%
Algonquin	387	759	91%
Shrewsbury	289	546	93%
Westborough	212	417	95%
Acton-Boxborough	445	1025	95%
Westford Academy	397	772	96%

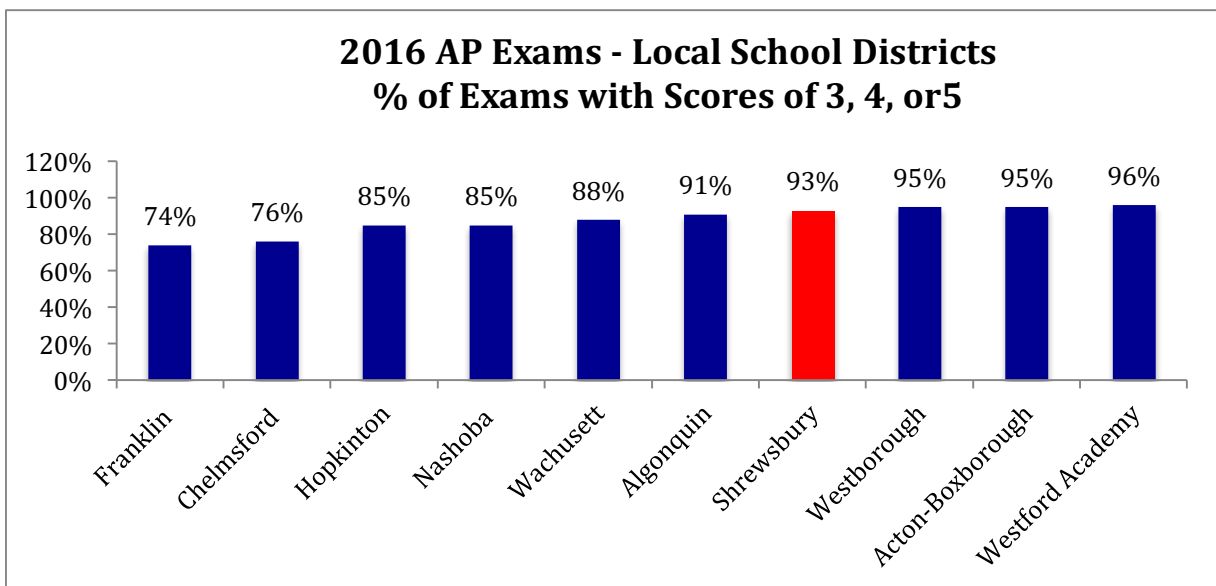


Figure 23

2016 Advanced Placement Exam Results

	5	4	3	2	1	# of tests administered	% scoring 5	% scoring 4 or above	% scoring 3 or above	2015 % scoring 3 or above
Biology	7	24	11	1	0	43	16%	72%	98%	93%
Calculus AB	21	7	1	3	1	33	64%	85%	88%	95%
Calculus BC	27	9	4	1	2	43	63%	84%	93%	100%
Chemistry	7	5	3	0	0	15	47%	80%	100%	97%
English Language	21	15	4	0	0	40	53%	90%	100%	98%
English Literature	13	8	3	1	0	25	52%	84%	96%	100%
Environmental Science	2	7	4	4	1	18	11%	50%	72%	86%
French Language	4	7	4	0	0	15	27%	73%	100%	100%
Human Geography	6	5	10	2	0	23	26%	48%	91%	100%
Latin	1	6	5	2	0	14	7%	50%	86%	90%
Music Theory	3	2	1	1	1	8	38%	63%	75%	-
Physics 1	0	6	2	1	0	9	0%	67%	89%	81%
Psychology	52	26	18	5	2	103	50%	76%	93%	97%
Spanish Language	13	3	0	0	0	16	81%	100%	100%	100%
Statistics	22	23	10	5	2	62	35%	73%	89%	89%
Studio Art Draw	2	2	2	0	0	6	33%	67%	100%	100%
US History	23	14	5	1	0	43	53%	86%	98%	88%
Totals	224	169	87	27	9	516	43%	76%	93%	93%

Students took the following exams but the related class was not specifically offered at the high school (unless through VHS):

	5	4	3	2	1	Total # of test administered	% scoring 5	% scoring 4 or above	% scoring 3 or above	2013 % scoring 3 or above
Chinese	0	0	1	0	0	1	0%	0%	100%	-
Computer Science A	1	0	0	0	0	1	100%	100%	100%	100%
Macroeconomics	3	4	2	3	1	13	23%	54%	69%	80%
Microeconomics	2	5	5	0	1	13	15%	54%	92%	88%
US Government & Politics	0	1	0	0	0	1	0%	100%	100%	71%
World History	0	0	1	0	0	1	0%	0%	100%	-
Totals	6	10	9	3	2	30	20%	53%	83%	83%

Quick Highlights:

- The number of students taking AP exams is 289 (61 less than last year).
- The number of AP exams administered is 546 (124 less than last year).
- There were 30 exams taken by students self studying or taking VHS courses.
- 50% of seniors took at least one AP exam, a particularly high percentage compared to most high schools.
- 43% of the exams administered resulted in a score of 5—the highest possible score available.

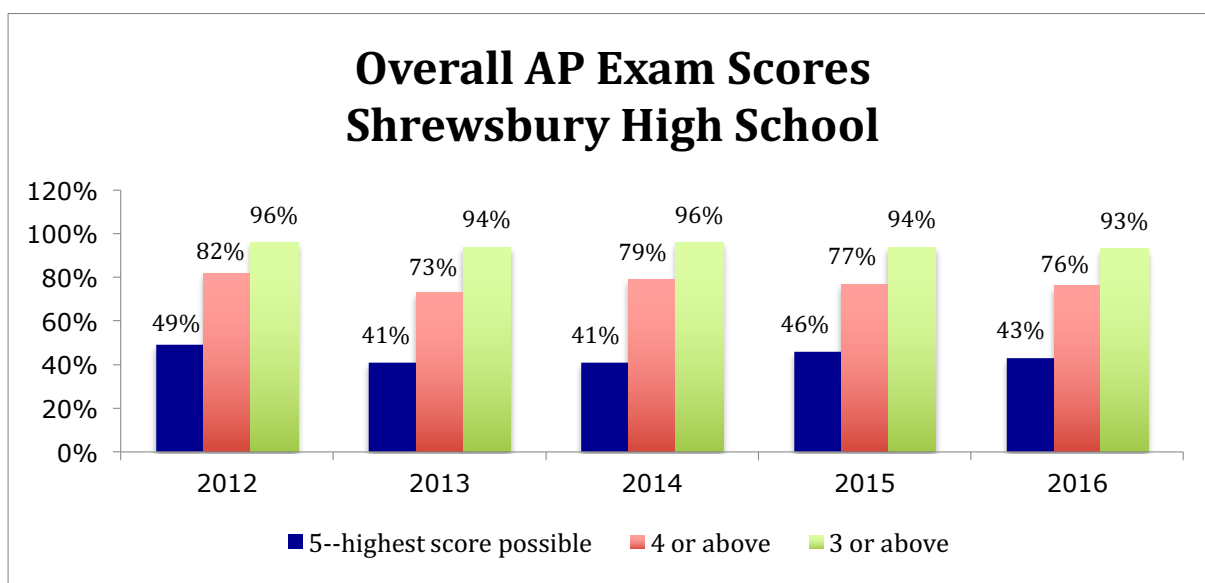


Figure 24

Advanced Placement Scholars

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP Score Report that is sent to colleges the following fall.

Award Levels 2016

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.

AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

National AP Scholar: Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams. (Students are included in the scholar category.)

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar	Total # of AP Scholars
2016	47	21	33	6	107
2015	48	39	37	2	124
2014	29	25	31	1	85
2013	41	26	31	1	98
2012	19	25	44	2	88
2011	31	27	25	1	83
2010	31	15	19	3	65
2009	23	17	38	4	78
2008	30	20	32	3	82
2007	21	11	16	2	48
2006	20	11	16	2	47

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter the NMSC scholarship programs and gain access to college and career planning tools.

Similarly to the SAT, the PSAT/NMSQT measures:

- Critical reading skills
- Math problem-solving skills
- Writing skills

Shrewsbury High School

Year	Commended	Finalist	Scholarship Recipient	Hispanic Recognition Program
2016	19	2	2	-
2015	19	1	1	-
2014	14	1	1	-
2013	17	4	1	1
2012	19	4	1	-
2011	12	1	1	-
2010	16	4	1	-
2009	17	3	1	-
2008	18	2	1	-
2007	14	3	1	-
2006	10	3	-	1
2005	15	2	-	-
2004	8	2	1	-
2003	8	2	1	2
2002	5	3	-	-
2001	4	1	-	-

National Merit Scholarship Program

Program Recognition: Of the 1.5 million juniors who take the PSAT, the top 2%-3% with the highest combined scores (Critical Reading + Mathematics + Writing Skills) qualify for recognition in the National Merit Scholarship Program.

Commended Students: students who score in the top 2% - 3% of all test takers.

Semifinalists: students who score in the top 1% - 1.5% of all test takers. To ensure that academically able young people from all parts of the United States are included in this talent pool, Semifinalists are designated on a state-by-state basis. That is, semifinalists are the highest scoring entrants in each state. To be considered for a National Merit Scholarship, Semifinalists must advance to Finalist standing in the competition by meeting high academic standards.

Finalists: Most students (approximately 90%) who complete the Semifinalist application process will be named National Merit Finalists.

Scholarship Recipients: All winners of Merit Scholarship awards (Merit Scholar® designees) are chosen from the Finalist group, based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. A variety of information is available for NMSC selectors to evaluate—the Finalist's academic record, information about the school's curricula and grading system, two sets of test scores, school official's written recommendation, information about the student's activities and leadership, and the Finalist's own essay.

2015 – 2016 School Year

- **PSAT:**
 - The School Counseling Department offers all juniors and sophomores the opportunity to take the PSAT, which has resulted in a continuous increase in the number of students who took the test. In addition, few freshman students opt to take the PSAT with available tests.
- **ACT:**
 - The ACT and SAT are two different standardized tests that measure completely different skills. While the SAT is an aptitude test (a problem-solving test), the ACT is curriculum-based. That is, students either know the answers or they don't—they can't sit there and try to solve the problem. As a result, there are certain students who will naturally score higher on the ACT than on the SAT. The School Counseling Department encourages students to take both the ACT and SAT.
- **SAT:**
 - The SAT is offered at the high school in October, November, March, May, and June resulting in a greater opportunity for students because of the convenience for students to take the SAT more than once resulting in more familiarity with the test and improved scores.
 - Shrewsbury High School offers an SAT Prep Class throughout the year. For the past few years, Shrewsbury has offered two classes in the spring and one class in the fall. For the 2015-2016 school year, the fall session did not run due to low enrollment because the course focused on the old SAT and students were in anticipation of the prep class for the New SAT exam which debut in March 2016. The enrollment of Spring sessions totaled 89 students. The enrollment fee for the course is \$275 for Shrewsbury residents and \$350 for non-residents. This cost is an affordable option to test preparation compared to most local, regional, and national test preparation companies.
 - The College Board redesigned the SAT, which launched in March 2016. The New SAT reflect skills that are more similar to classroom skills based on the Common Core. School counselors have attended conferences to learn about details the New SAT. The core academic directors, school counseling director, and administrators have met to discuss the implications of the redesigned SAT and its implications to the curriculum and test preparation.

- **Advanced Placement Courses:**

- The number of students taking AP Exams has decreased for 2015-2016. While students are not recommended to take more than three AP classes per year to help balance a student's schedule and extra-curricular commitments, each student's schedule is considered individually.
- Due to cost and available space, all AP exams are administered on site at Shrewsbury High School utilizing the field house and dance studio for larger exams and smaller classroom and language lab for smaller and language exams.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**
B. State Standardized Testing: Annual Report

MEETING DATE: **12/7/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the district's results on the annual MA state exams?

BACKGROUND INFORMATION:

1. Each year, the administration provides a report on the district's performance on the state exams - MCAS and PARCC.
2. Ms. Banios will summarize the report and be available to answer questions.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Mary Beth Banios, Assistant Superintendent for Curriculum and Instruction
Michelle Dillon, Oak Middle Science Teacher
Jennifer Dufault, Oak Middle Math Teacher

Report to the School Committee: 2016 PARCC Assessment System Performance, Growth, and Results

Introduction

The Massachusetts state-wide assessment program has been in flux over the past several years as the Board of Elementary and Secondary Education has grappled with the controversial issue of continuing with MCAS or shifting to PARCC as the state assessment of choice. On November 17, 2015, the Board of Elementary and Secondary Education resolved this issue with a vote to move forward with MCAS 2.0, a Massachusetts specific assessment that is built off of the PARCC framework.

As the question of what a next generation assessment might look like in Massachusetts was unfolding, the Board voted to offer both the MCAS and PARCC assessments for 2015 testing and gave districts the choice of which assessment they would like to use for their students. By way of review, the Shrewsbury School Committee voted to take the PARCC exam in place of the MCAS exam in grades 3-8 for the Spring 2015 state testing program. Students at the elementary level took the paper based version of the test, while students at the middle level took the computer based version of the test. By selecting this option, the district and students were provided with with a low stakes opportunity to become familiar with the PARCC exam. The district approached this testing with the perspective that the 2015 PARCC assessment results would provide educators, parents and students with an initial baseline of how well individual students and the district as a whole are prepared to successfully respond to expectations of the next generation of assessments.

As part of the MCAS 2.0 adoption plan that was approved on November 17, the Board decided that districts that took the PARCC in 2015 would continue to do so in 2016, and districts that took the MCAS in 2015 would have the choice of continuing with MCAS or shifting over to the PARCC. Across the state, in grades 3-8, 72% of districts took PARCC and 28% took MCAS. As Shrewsbury had elected to take the PARCC in 2015, our district was required to continue with this assessment for 2016. Once again, grades 3 and 4 took a paper copy of the test, while students in grades 5-8 took the assessment on-line.

Given the substantial about of transition occurring in the state testing program and the wide number of variables that exist from district to district, it is advisable to be aware of student performance data, but to be extremely cautious around drawing any conclusions or comparisons about the progress and growth of Shrewsbury students based on this data.

One indication of the transitional nature of this data is that the DESE did not report a state average for PARCC scores for the 2016 test administration not did they provide any item analysis for the PARCC exam. As a result, there is currently no data that would allow for analysis around the strengths and challenges of our students' performance on this exam.

Accountability Data

Shrewsbury Public Schools received a Level 2 classification for accountability and assistance. Each district with sufficient data is classified into levels 1-5 with Level 1 as the highest performing. For a district to be considered to be making progress toward narrowing proficiency gaps, both the “all students” groups and the high needs student sub groups make designated progress. Districts are classified based on the level of the lowest performing school. Shrewsbury received a Level 1 classification in 2015 and a Level 2 classification in 2016. The subgroup that experienced the greatest struggle in terms of meeting proficiency targets was *Students with disabilities*. The link to the details for the Shrewsbury accountability report can be find below:

<http://profiles.doe.mass.edu/accountability/report/district.aspx?orgtypecode=5&linkid=30&fycode=2016&orgcode=02710000>

School	Accountability and Assistance Level
Calvin Coolidge	1
Floral Street School	1
Walter J Patton	1
Spring Street	1
Sherwood Middle School	2
Oak Middle School	2
Shrewsbury Sr High	2
Beal School	N/A
Parker Road Preschool	N/A

Test Administration by Grade Level and Subject

This table shows the subject areas and grade levels that were assessed using PARCC and those that were assessed with MCAS. The DESE has communicated that all students will continue to take MCAS in Grade 10 at least through the class of 2018 (this year's current juniors). As PARCC was only designed to assess students in ELA and Mathematics; the MCAS Science test continues to be given at the usual grade levels.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10
English Language Arts/Reading - PARCC							
English Language Arts/Reading - MCAS							
Mathematics - PARCC							
Mathematics - MCAS							
Science and Technology - MCAS							

This report is broken down into three main sections, each providing information and data related to 2016 PARCC and MCAS testing results. The first section focuses on performance results, how Shrewsbury students performed in terms of achievement scoring. The second section concerns student growth. Student growth, which was utilized on a full scale for the first time in Massachusetts in 2010, provides a metric for how students 'grow' in comparison to peers with similar testing histories. Finally, the third section focuses on plans and focus area for the future.

The information in this report is meant to provide a macro view of PARCC and MCAS results for the entire district.

PARCC Performance Levels

PARCC differs from MCAS in the way that it reports out performance levels. PARCC does not use the labels, instead, it uses a system of 5 levels of performance. Results that fall in the Level 4 or 5 categories are considered evidence of proficiency. Please see below for a description of each category:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Performance Results – English Language Arts

Five-year history of Shrewsbury's MCAS/PARCC results in English Language Arts

Two-year history of Level 4 and Level 5 results in English Language Arts (Grades 3-8 PARCC only)

Two-year history of Level 5 results in English Language Arts (Grades 3-8 PARCC only)

Five -year history of Advanced/Proficient (Grade 10 MCAS only)

Five-year history of Advanced (Grade 10 MCAS only)

District Subgroup Performance (Grades 3-8 PARCC only)

District Subgroup Performance (Grade 10 MCAS only)

District % Level 4/Level 5 (Grades 3-8) and Advanced/Proficient Comparison (Grade 10)

1. Five-year history of Shrewsbury's MCAS/PARCC results in English Language Arts (ELA)

	Advanced	Proficient	Needs Improvement	Warning	
2012	36	48	14	3	
2013	33	47	17	2	
2014	28	50	18	5	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	22	58	13	5	2
2016	21	60	12	4	3

	Advanced	Proficient	Needs Improvement	Warning	
2012	49	40	9	3	
2013	35	49	13	3	
2014	39	41	17	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	45	41	10	3	1
2016	31	49	15	5	1

	Advanced	Proficient	Needs Improvement	Warning	
2012	41	42	12	5	
2013	39	45	13	4	
2014	35	46	16	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	14	61	17	6	2
2016	16	63	15	4	1

	Advanced	Proficient	Needs Improvement	Warning	
2012	44	43	9	4	
2013	39	50	8	4	
2014	37	50	11	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	25	53	16	4	1
2016	26	49	16	7	2

	Advanced	Proficient	Needs Improvement	Warning	
2012	32	58	8	3	
2013	29	60	9	2	
2014	24	64	9	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	35	45	10	6	3
2016	36	42	13	7	3

	Advanced	Proficient	Needs Improvement	Warning	
2011	45	46	6	2	
2012	31	62	5	2	
2013	35	55	7	4	
2014	33	59	6	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	35	44	14	5	2
2016	27	51	14	5	4

	Advanced	Proficient	Needs Improvement	Failing
2012	62	35	1	2
2013	72	26	1	1
2014	70	27	2	1
2015	76	23	1	0
2016	73	23	2	2

2. Combined Performance in Level 4 and Level 5 Categories for PARCC ELA Grades 3-8

Grade and Subject	Gr 3 ELA % Level 4/5.	Gr 4 ELA % Level 4/5.	Gr 5 ELA % Level 4/5.	Gr 6 ELA % Level 4/5.	Gr 7 ELA % Level 4/5.	Gr 8 ELA % Level 4/5.
Shrewsbury % Level 4/5 2015	80	86	75	78	80	79
Shrewsbury % Level 4/5 2016	81	80	79	75	78	77

3. Performance in Level 5 Category for PARCC ELA Grades 3-8

Grade and Subject	Gr 3 ELA % Level 5	Gr 4 ELA % Level 5	Gr 5 ELA % Level 5	Gr 6 ELA % Level 5	Gr 7 ELA % Level 5	Gr 8 ELA % Level 5
Shrewsbury % Level 5 2015	22	45	14	25	35	35
Shrewsbury % Level 5 2016	21	31	16	26	36	27

4. Combined Performance in Advanced/Proficient Categories for Grade 10 MCAS ELA

Grade and Subject	Shrewsbury % Adv/Pro. 2012	Shrewsbury % Adv/Pro. 2013	Shrewsbury % Adv/Pro. 2014	Shrewsbury % Adv/Pro. 2015	Shrewsbury % Adv/Pro. 2016	% Change 15-16	State Avg. % Adv/Pro 2016
Grade 10 ELA	97	97	97	97	96	-1	91

5. Performance in Advanced Category for Grade 10 MCAS ELA

Grade and Subject	% of students Advanced 2012	% of students Advanced 2013	% of students Advanced 2014	% of students Advanced 2015	% of students Advanced 2016	% Change 15-16	State % of students Advanced 2016
Gr 10 ELA	62	72	70	74	73	-1	47

6. District Subgroup Performance –ELA PARCC 2016 Grades 3-8

Currently, state average sub-group data for the Spring 2016 administration of PARCC is not available. The 2016 data reflects Grades 3-8 ELA only.

AYP Subgroup (2016)	Shrewsbury % Level 4/5 2015	Shrewsbury % Level 4/5 2016
All Students (2,857)	80	78
Stud. w/Disab. (392)	32	33
LEP/FLEP (175)	59	60
Low-Income (297)	62	57
African Am/Black (69)	67	53
Asian (779)	89	89
Hispanic/Latino (189)	63	65
White (1,725)	78	76

7. District Subgroup Performance –ELA MCAS 2016 Grade 10

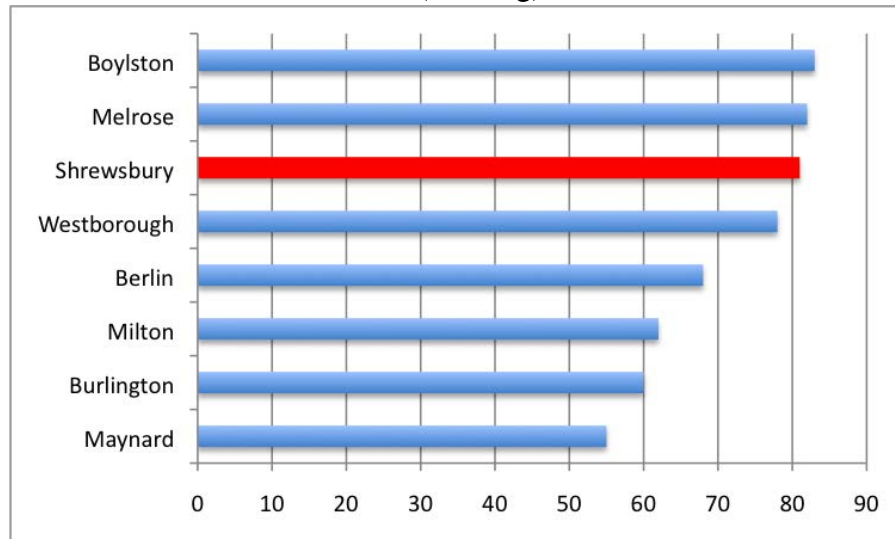
AYP Subgroup (2016)	Shrewsbury %Adv./Prof. 2015	Shrewsbury %Adv./Prof. 2016	State %Adv./Prof. 2016
All Students (435)	97	96	92
Stud. w/Disab. (58)	77	77	68
LEP/FLEP (8)	No data	No data	61
Low-Income (39)	97	92	83
African Am/Black (9)	No data	No data	86
Asian (76)	100	95	94
Hispanic/Latino (28)	95	85	80
White (309)	96	97	95

8. District Comparisons % Level 4 and 5 – ELA

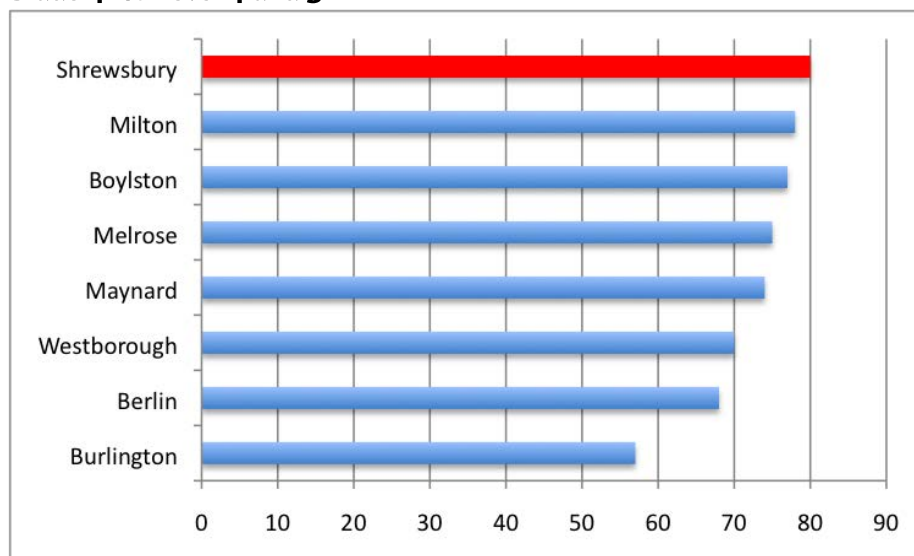
The following graphs focus on achievement in English language arts and illustrate Shrewsbury's grade level performance (2016) in the area of combined Level 4 and Level 5 percentiles in comparison to other districts that administered PARCC in the Spring of 2016. Comparison Districts were selected if they were in either in the Assabet Valley Collaborative or if they were designated as comparison districts by the DESE.

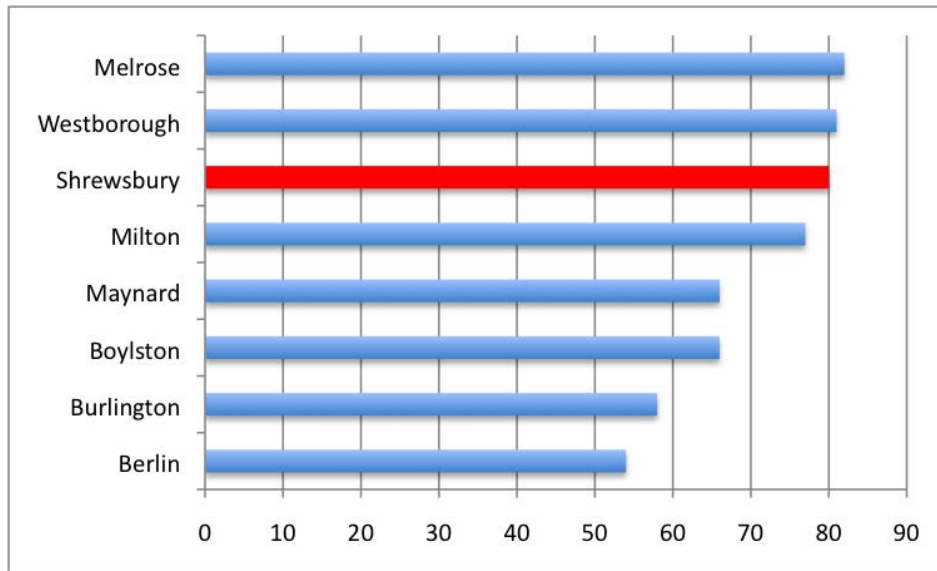
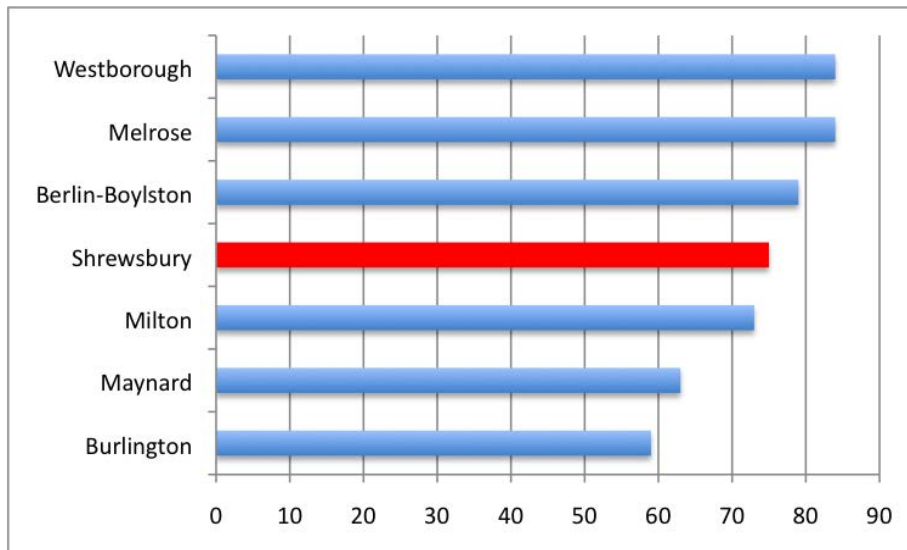
Shrewsbury's ranking ranged from first (grades four) to fourth (grade six) in regards to these comparison districts.

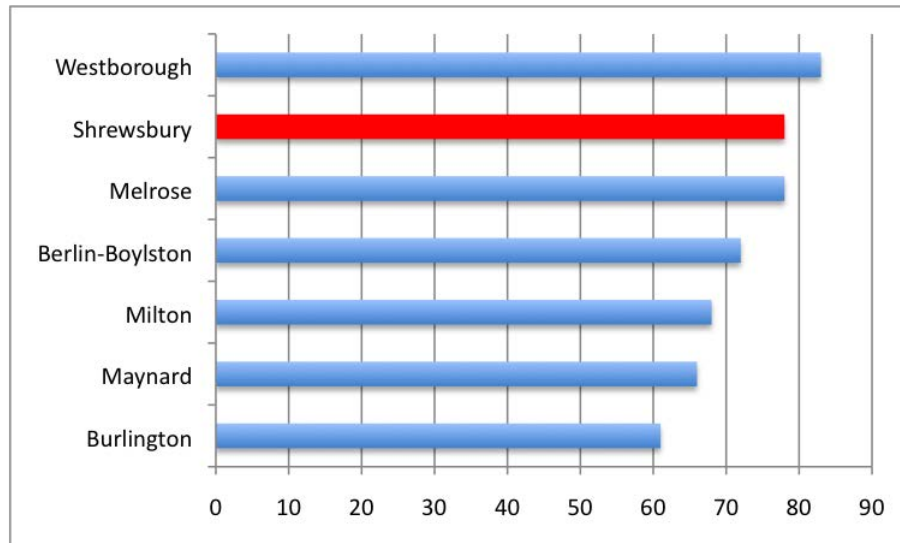
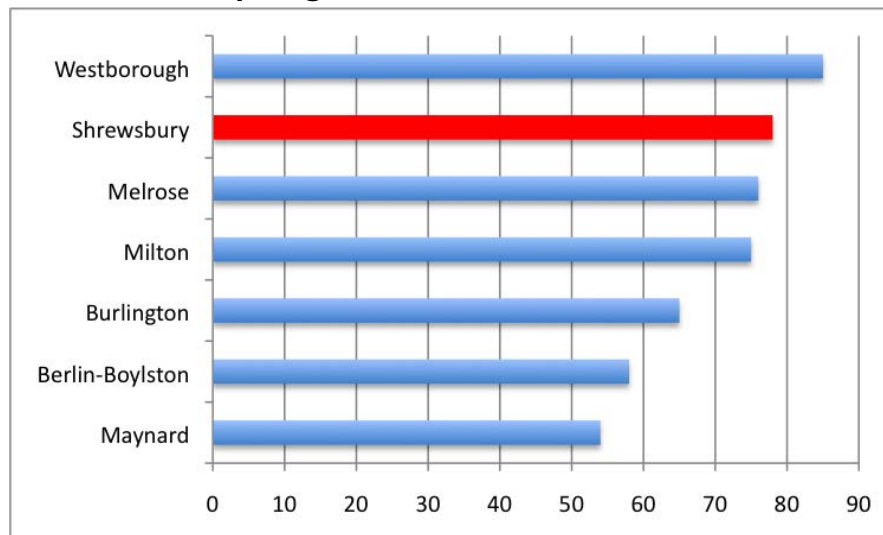
Grade 3 % Level 4 and 5 – ELA (Reading)

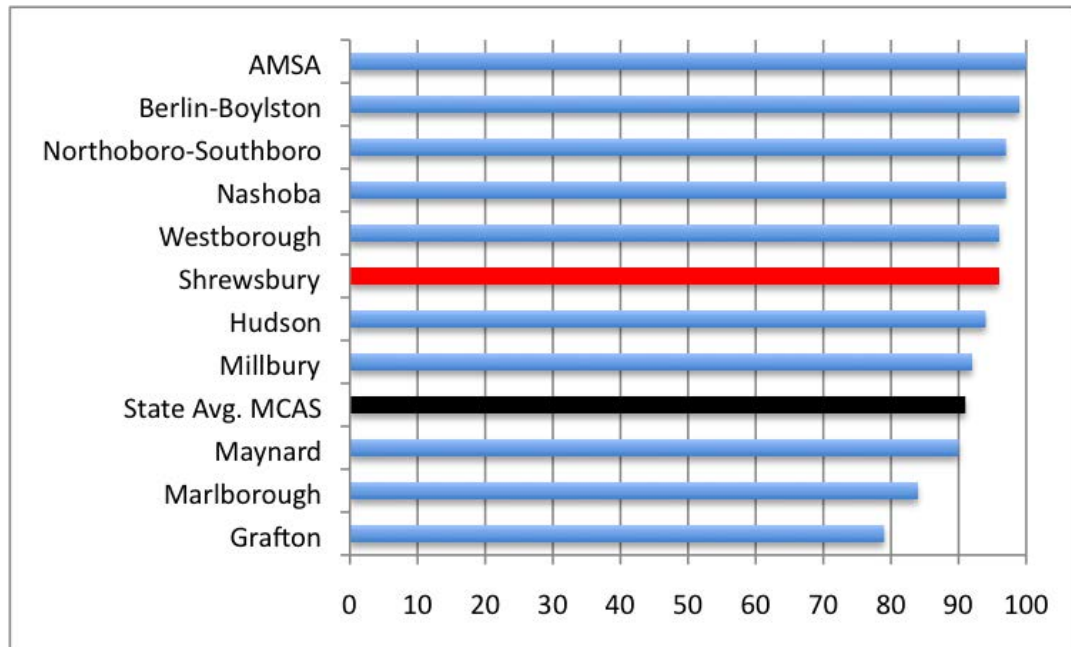


Grade 4 % Level 4 and 5 – ELA



Grade 5 % Level 4 and 5 – ELA**Grade 6 % Level 4 and 5 – ELA**

Grade 7 % Level 4 and 5 – ELA**Grade 8 % Level 4 and 5 – ELA****Grade 10 % Advanced & Proficient Comparisons – ELA**



Performance Results – Math

The performance results section is broken down by subject area and each section includes the following components:

Five-year history of Shrewsbury's MCAS/PARCC results in Mathematics

Five -year history of (Grade 10 MCAS only)

Five-year history of (Grade 10 MCAS only)

District Subgroup Performance

District % Level 4/Level 5 (Grades 3-8) and Advanced/Proficient Comparison (Grade 10)

1. Five-year history of Shrewsbury's MCAS/PARCC results in Mathematics

Grade 3 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2012	64	24	8	4	
2013	59	29	8	4	
2014	56	30	9	5	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	34	43	16	4	2
2016	42	44	7	6	1

Grade 4 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2012	44	40	13	3	
2013	42	36	19	3	
2014	47	34	16	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	25	55	16	4	1
2016	27	51	15	5	1

Grade 5 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2012	48	30	15	7	
2013	49	30	16	5	
2014	51	30	14	5	
	Level 1	Level 2	Level 3	Level 4	Level 5
2015	22	50	19	7	2
2016	25	51	17	6	1

Grade 6 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2012	58	25	11	5	
2013	51	32	13	4	
2014	54	27	13	6	
	Level 5	Level 4	Level 3	Level 3	Level 1
2015	16	53	21	9	1
2016	19	50	17	12	2

Grade 7 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2012	43	33	16	7	
2013	40	35	17	8	
2014	26	43	19	11	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	12	50	27	10	2
2016	14	49	27	8	2

Grade 8 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2012	46	30	17	7	
2013	50	27	14	8	
2014	35	38	19	8	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	17	52	18	9	3
2016	22	50	15	8	5

Grade 10 Mathematics

	Advanced	Proficient	Needs Improvement	Failing
2012	74	19	5	3
2013	80	13	4	3
2014	81	14	3	1
2015	79	13	6	2
2016	76	17	4	3

2. 5-year History of Advanced/Proficient Categories (Grade 10 Mathematics MCAS only)

	Shrewsbury % Adv/Pro. 2012	Shrewsbury % Adv/Pro. 2013	Shrewsbury % Adv/Pro. 2014	Shrewsbury % Adv/Pro.. 2015	Shrewsbury % Adv/Pro.. 2016	% Change 15-16	State Avg. 2016 %Adv/Pro
Grade 10 Math	93	93	95	91	92	+1	78

3. 5-year History of Advanced Category (Grade 10 Mathematics MCAS only)

	% of students Advanced 2012	% of students Advanced 2013	% of students Advanced 2014	% of students Advanced 2015	% of students Advanced 2016	% Change 15-16	State % of students Advanced 2016
Grade 10 Math	74	80	81	79	76	-3	54

Currently, state average sub-group data for the Spring 2016 administration of PARCC is not available. The 2016 data reflects Grades 3-8 ELA only.

AYP Subgroup (2016)	Shrewsbury % Level 4/5 2015	Shrewsbury % Level 4/5 2016
All Students (2,857)	71	74
Stud. w/Disab. (392)	25	26
LEP/FLEP (175)	59	59
Low-Income (297)	49	50
African Am/Black (69)	53	45
Asian (779)	90	91
Hispanic/Latino (189)	42	48
White (1,725)	67	70

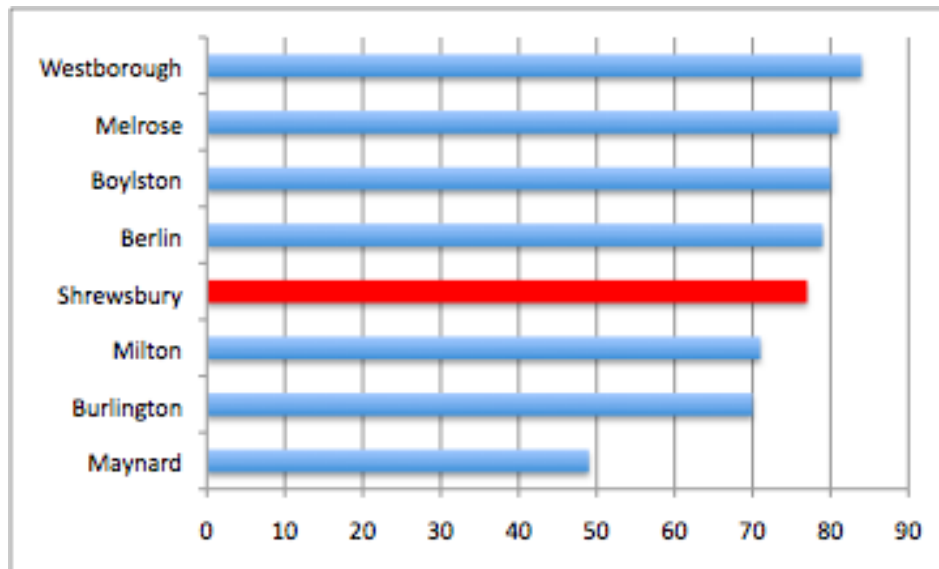
4. District Subgroup Performance – Grade 10 Mathematics MCAS

AYP Subgroup (2016)	Shrewsbury % Adv./Prof. 2015	Shrewsbury % Adv./Prof. 2016	State Avg %Adv/Pro 2016
All Students (435)	92	93	78
Stud. w/Disab. (57)	53	56	39
LEP/FLEP (9)	not reported	not reported	
Low-Income (38)	83	87	84
African Am/Black (9)	80	not reported	62
Asian (76)	96	96	91
Hispanic/Latino (29)	73	76	56
White (308)	91	93	85

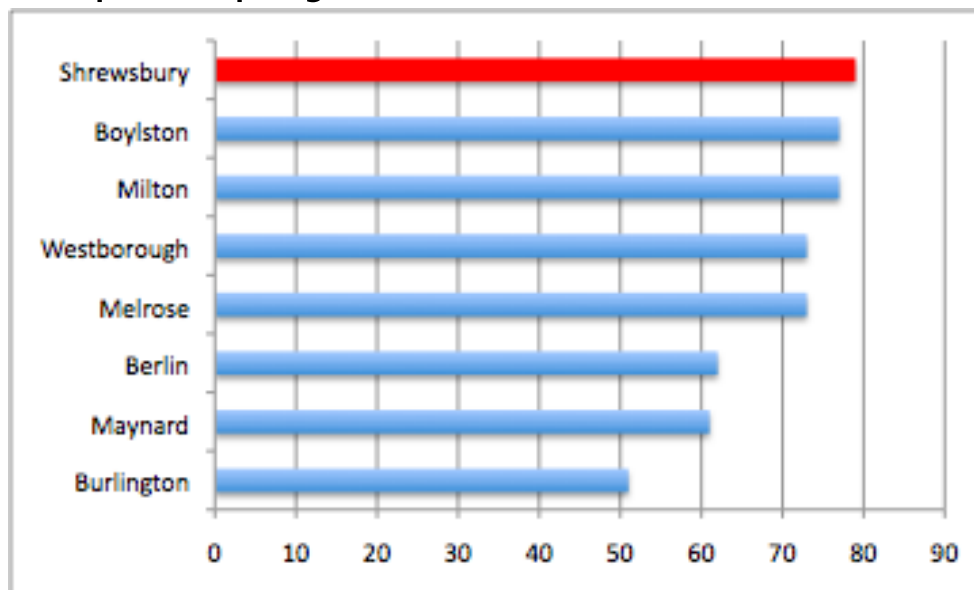
5. District % Advanced & Proficient Comparison - Math

The following graphs focus on achievement in Mathematics and illustrate Shrewsbury's grade level performance (2016) in the area of combined Level 4 and Level 5 percentiles in comparison to other districts that also administer PARCC in the Spring of 2016. Comparison Districts were selected if they were in either in the Assabet Valley Collaborative or if they were designated as comparison districts by the DESE.

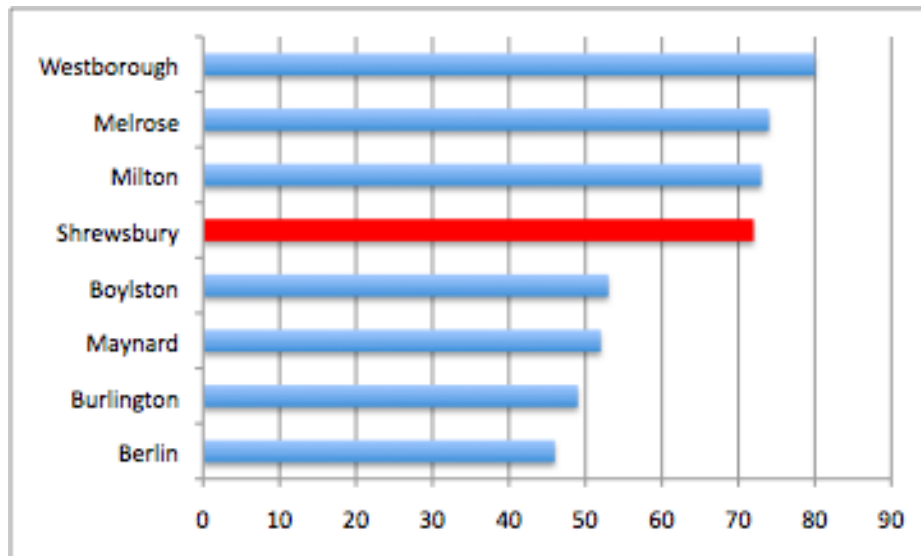
Grade 3 % Level 4 and 5 – Math



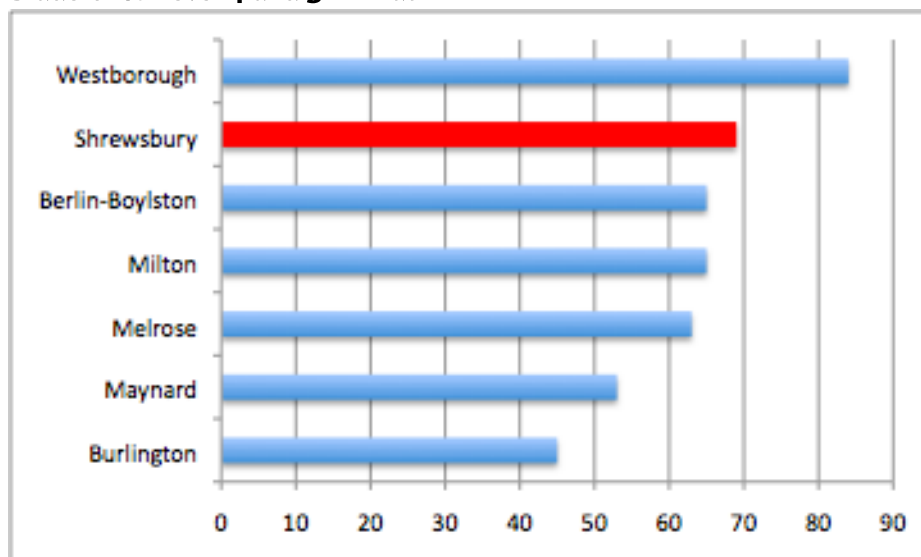
Grade 4 % Level 4 and 5 – Math



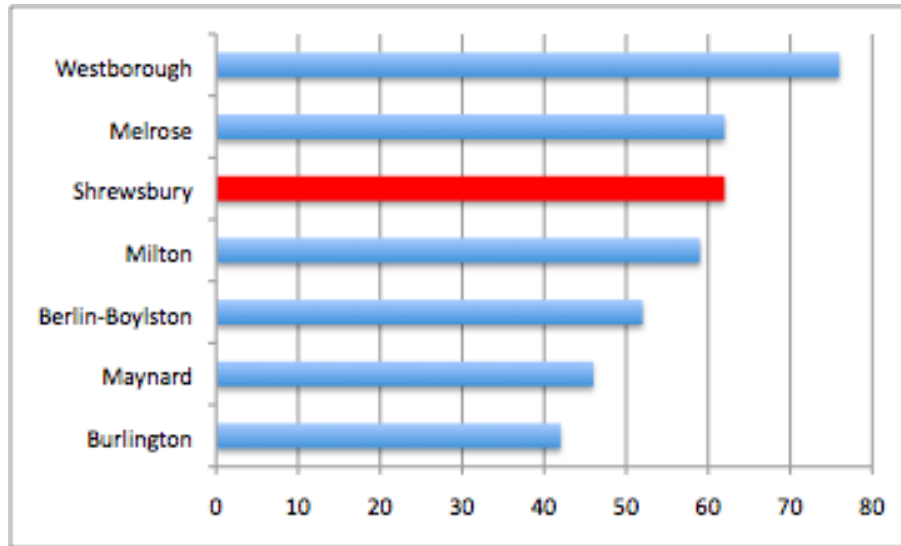
Grade 5 % Level 4 and 5 – Math



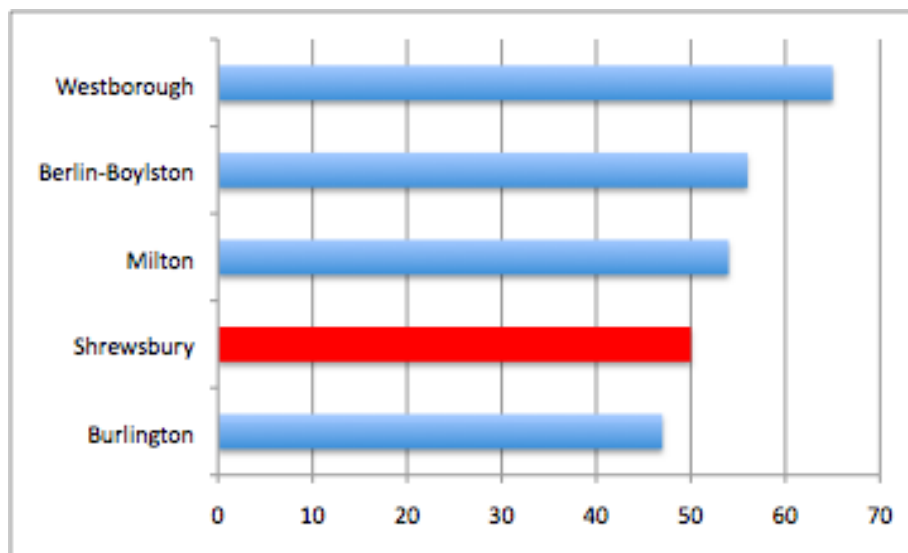
Grade 6 % Level 4 and 5 – Math



Grade 7 % Level 4 and 5 – Math

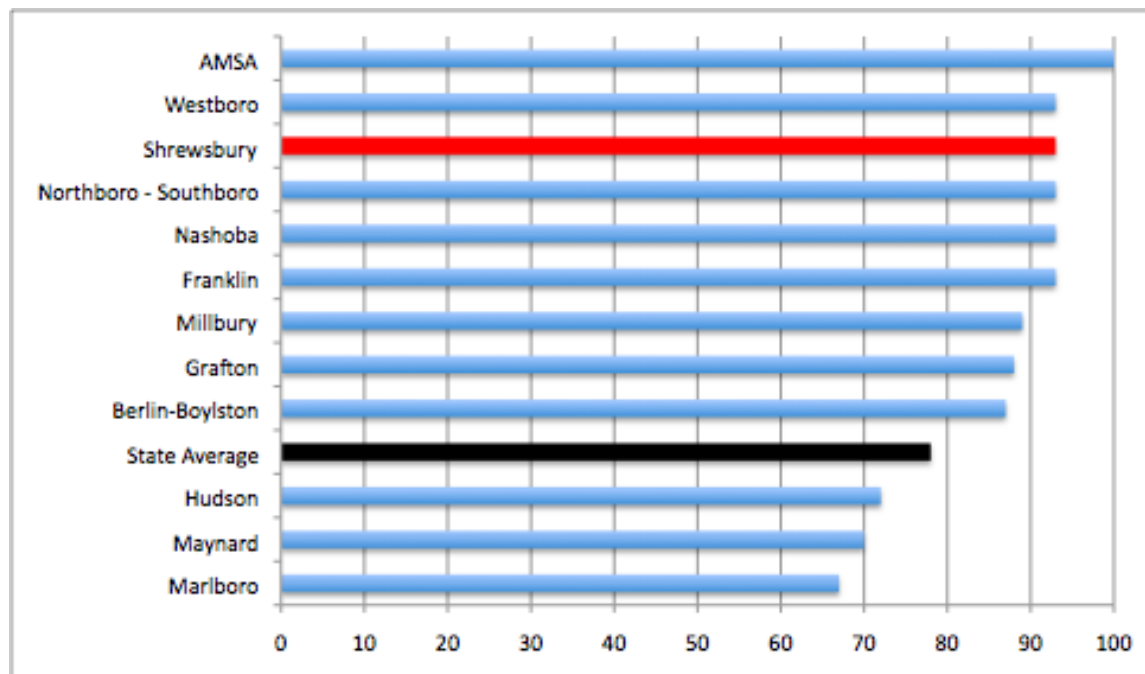


Grade 8 % Level 4 and 5 – Math*



*Note: Maynard and Melrose were not included in the Grade 8 comparison graph because some grade 8 students took the Grade 8 PARCC and some took the Algebra 1 PARCC.

Grade 10 % Advanced & Proficient Comparison – Math 2016



Performance Results – Science & Technology

Because the science and technology test is only administered in grades five, eight, and nine/ten there is no growth data produced for this testing area.

The eighth grade student performance continues to be an area of focus. Student performance has stayed pretty consistent over the last five years and there is a recognition that other districts are performing better than Shrewsbury on this measure. Both our elementary and middle level science programs are currently in transition to the new Massachusetts Science Frameworks (2016) that place a large emphasis on the scientific practices. The district is using the current MCAS data to guide work in aligning our program to the most important science topics and looking for gaps in the curriculum; however, there is also a recognition that the current MCAS is more focused on content rather than the scientific practices. Our middle school science teachers have been developing and using more internal measures to assess student progress with the practices. Our 8th grade students scored 78% Moderate to High Growth on an Inquiry Benchmark that is administered at the beginning and end of 8th grade to measure a student's ability to use data collected in an experiment to make a claim and support it with scientific evidence and reasoning.

1. Five-year history of Shrewsbury's MCAS results in Science & Technology Summary

Grade 5 Science and Technology

	Advanced	Proficient	Needs Improvement	Warning
2012	44	33	20	4
2013	39	34	23	4
2014	31	41	23	4
2015	31	40	25	4
2016	34	36	24	7

Grade 8 Science and Technology

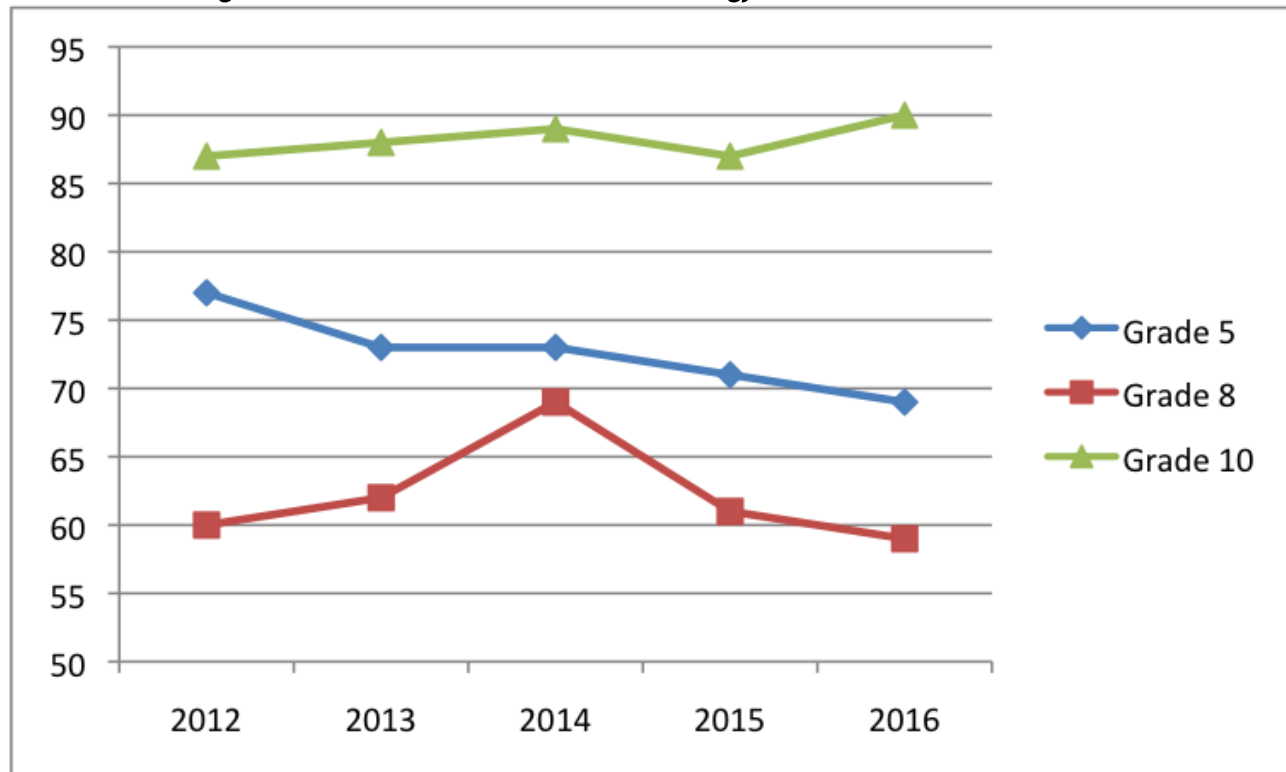
	Advanced	Proficient	Needs Improvement	Warning
2012	10	50	32	8
2013	13	50	31	7
2014	14	55	26	5
2015	9	53	33	6
2016	12	47	33	8

Grade 10 Science and Technology

	Advanced	Proficient	Needs Improvement	Warning
2012	45	42	10	2
2013	46	42	10	1
2014	50	39	10	1
2015	46	40	12	1
2016	54	36	8	2

2. Combined Performance in Advanced/Proficient Categories

Grade and Subject	Shrewsbury % Advanced /Proficient 2012	Shrewsbury % Advanced /Proficient 2013	Shrewsbury % Advanced /Proficient 2014	Shrewsbury % Advanced /Proficient 2015	Shrewsbury % Advanced /Proficient 2016	% Change from 15-16	State Avg. 2016 %Adv/Pro.
Grade 5 Science/Tech	77	73	73	71	70	-1	47
Grade 8 Science/Tech	60	62	69	61	59	-2	41
Grade 10 Science/Tech	87	88	89	87	90	+3	73

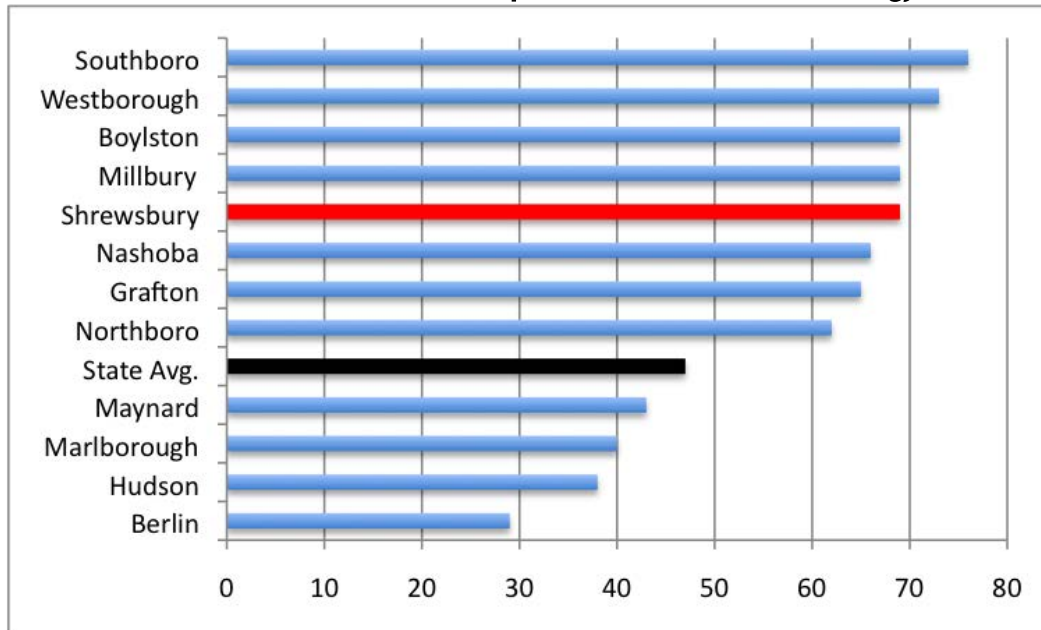
% Students scoring Advanced/Proficient Science & Technology 2012-2016

3. District % Advanced & Proficient Comparison – Science & Technology

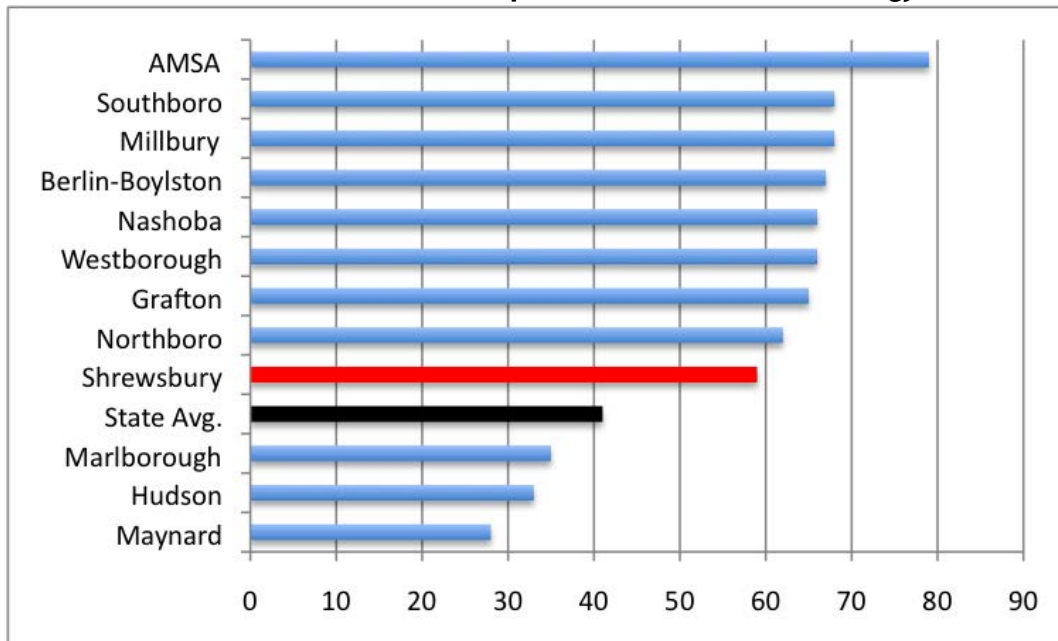
Summary

The following graphs compare Shrewsbury's performance (2016) to districts within the Assabet Valley. The graphs focus on combined advanced and proficient achievement in science & technology.

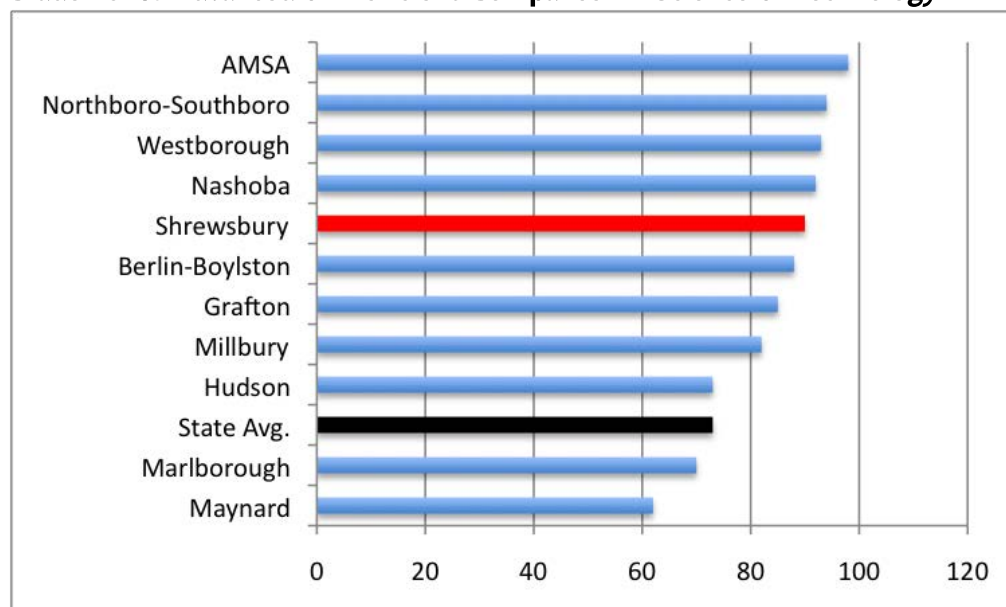
Grade 5 % Advanced & Proficient Comparison – Science & Technology



Grade 8 % Advanced & Proficient Comparison – Science & Technology



Grade 10 % Advanced & Proficient Comparison – Science & Technology



Growth Model Results

Introduction

Originally, MCAS results had only been provided in absolute measures and provided insight into how individual students, as well as groups of students, performed in terms of state curriculum standards. Attempts to quantify individual and cohort growth based on traditional MCAS data had been highly speculative. Massachusetts now utilizes a growth model system to measure growth.

By utilizing a growth model system, the state is attempting to do a better job answering the question, “How much academic progress did a student or group of students make in one year as measured by MCAS?”. This measure of student growth provides us with additional information that helps us better answer this question within the district and build on the exceptional instruction being provided.

The use of growth model percentiles helps the state (and districts) put MCAS achievement into greater context. MCAS achievement scores answer one central question, “How did a student fare relative to grade level standards in a given year?”. MCAS student growth percentiles add another layer of understanding, providing a measure of how a student changed from one year to the next relative to other students with similar MCAS test score histories.

The term ‘growth model’ describes a method of measuring student growth by tracking their progress on MCAS from one year to the next. Students are tracked by comparing their individual performance on MCAS testing to the performance of their ‘academic peers,’ those students who have similar MCAS score histories. Student growth percentiles range from 1 to 99, higher numbers represent higher levels of growth and lower numbers represent lower levels of growth.

The growth model method operates independently of MCAS performance levels. Therefore, all students, no matter what their scores were on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year’s test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and 10. The state’s growth model requires at least two years of MCAS results to calculate growth percentiles. Therefore no growth scores are available for grade 3.

Individual Student Examples

The growth model measures change in performance rather than absolute performance. This change is measured in percentiles that provide values that express the percentage of cases that fall below a certain score. For example:

- A student with a growth percentile of 80 in 5th grade mathematics grew as much or more than 80 percent of her academic peers (students with similar score histories) from the 3rd and 4th grade math MCAS to the 5th grade math MCAS. Only 20% of her academic peers grew more in math than she did.
- A student with a growth percentile of 33 in 8th grade ELA grew as well or better than 33 percent of his academic peers (students with similar score histories) from the 6th and 7th grade ELA MCAS to the 8th grade ELA MCAS. This student grew less than 67% of his academic peers.

Aggregate Growth Percentiles

While student growth percentiles enable educators to chart the growth of an individual student compared to that of academic peers, student growth percentiles may also be aggregated to understand growth at the subgroup, school, or district level.

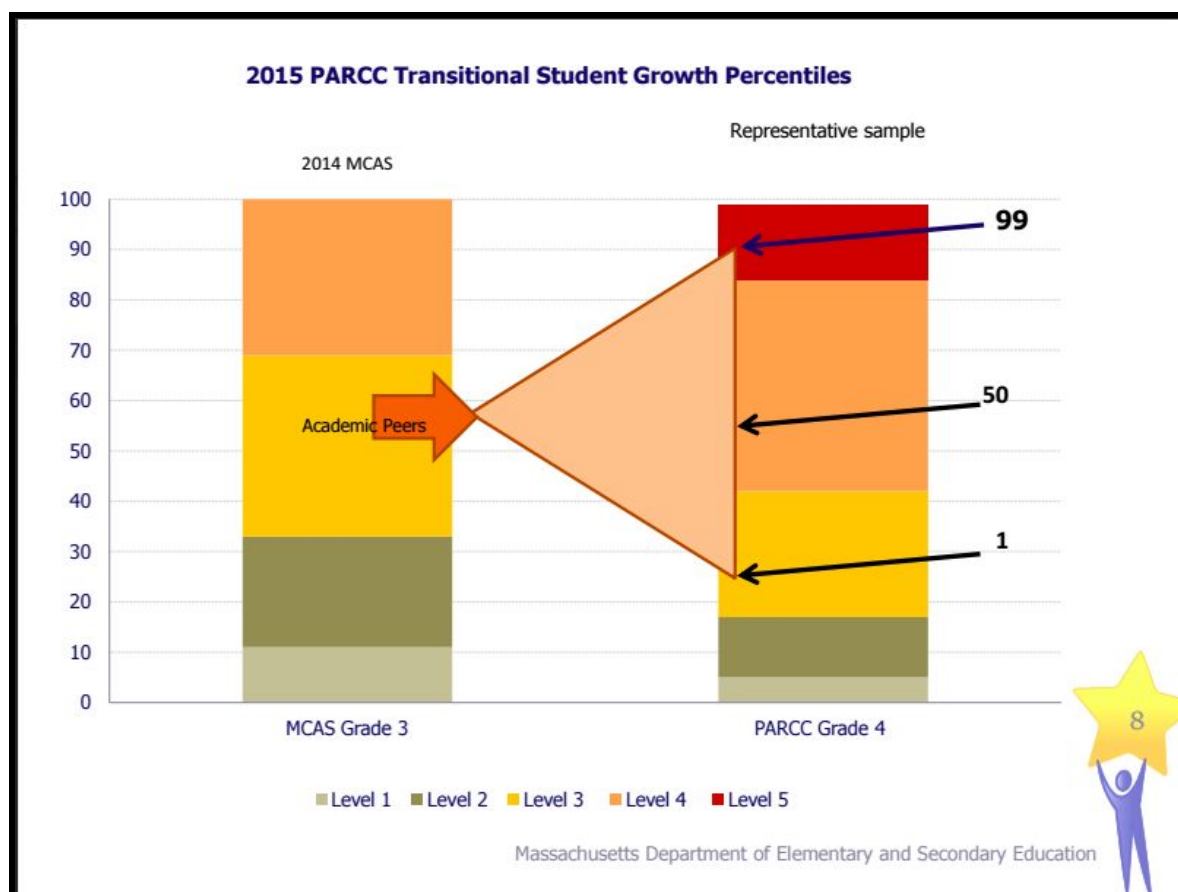
The most effective way to report growth for a group is through the use of the median student growth percentile (the middle score if one ranks the individual student growth percentiles from highest to lowest). A typical school or district in the commonwealth would have a median student growth percentile of 50.

When using student growth percentiles, it is important to be aware that the statistic and interpretation does not change. For example, if we look at the student growth percentile of low-income status students at the district level we see that this group’s median student growth percentile is 56. This means that this particular group of students, on average, achieved higher

than their academic peers – a group of students with similar MCAS test score histories. It does not mean that our low-income students improved more than 56 percent of other low-income status students, nor does it mean that this particular group of students improved more than 56 percent of non low-income status students, it simply means that in comparison to other students with similar score histories, our low-income status students improved more than 56 percent of their academic peers.

Transitional Student Growth Percentiles and PARCC

This score is generated using current PARCC and prior MCAS scores. Focus is on the change in achievement of students and groups of students over time. Growth is determined relative to performance of statewide academic peers - students or groups with similar performance histories. SGP > 60 is considered “high” growth.



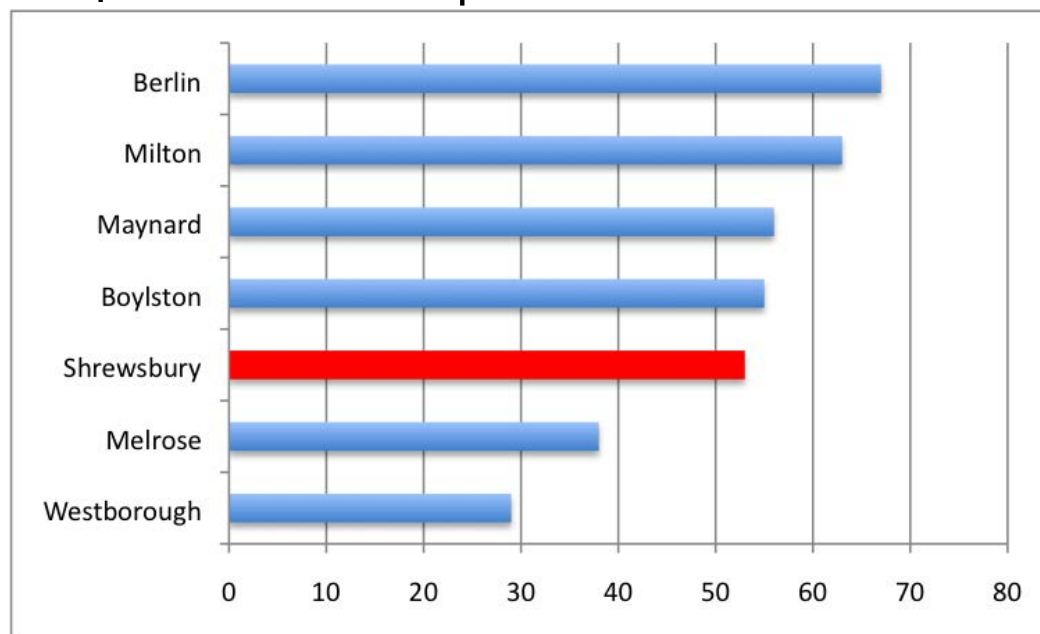
Growth Model Results – ELA

Transitional Student Growth Percentile (SGP) Comparison – ELA

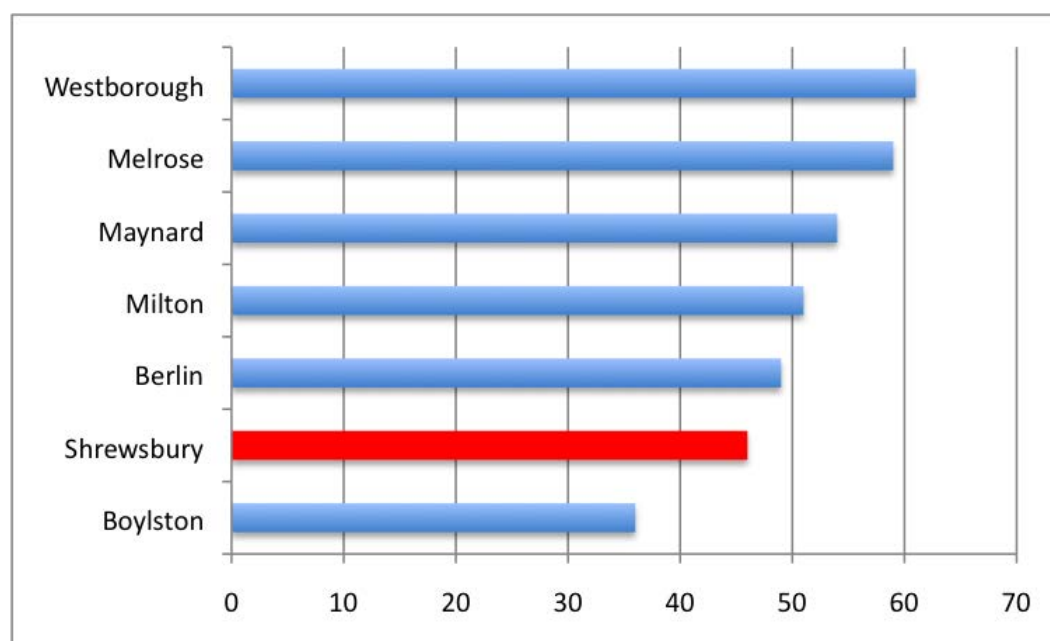
Grade and Subject	Shrewsbury Median SGP 2012	Shrewsbury Median SGP 2013	Shrewsbury Median SGP 2014	Shrewsbury Median SGP 2015	Shrewsbury Median SGP 2016	% Change 2015-2016
Grade 3 ELA	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 ELA	83	77	65	69	53	-16
Grade 5 ELA	49	42	45	37	46	+9
Grade 6 ELA	63	55.5	50	46	46	0
Grade 7 ELA	50	46.5	42	36.5	34	-2.5
Grade 8 ELA	49.5	48	51	50	45	-5
Grade 10 ELA	58	60	54	53	45.5	-7.5
All Grades ELA	59	54	52	N/A	N/A	N/A

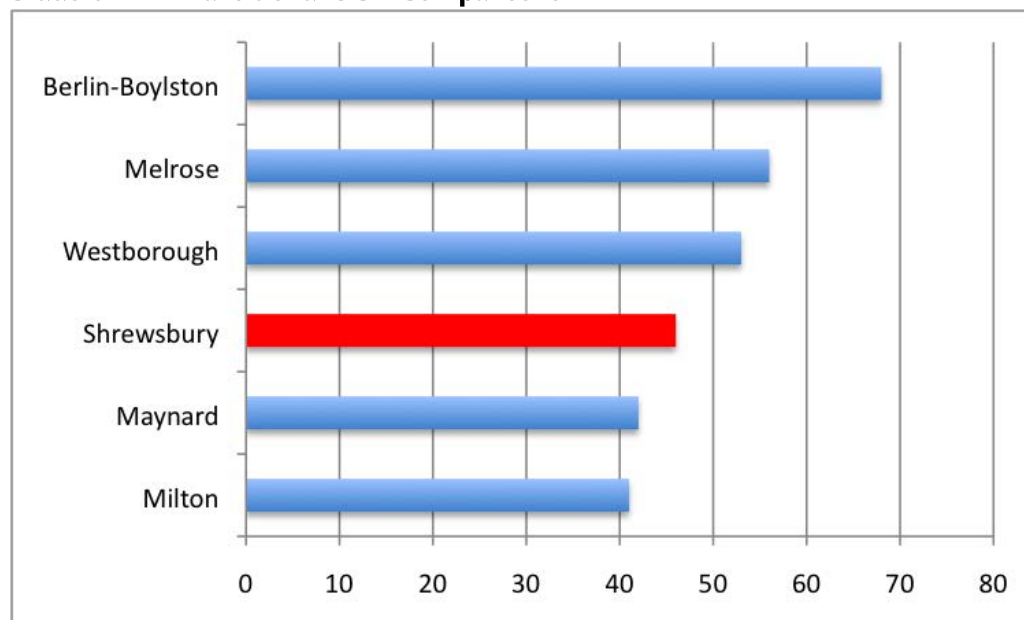
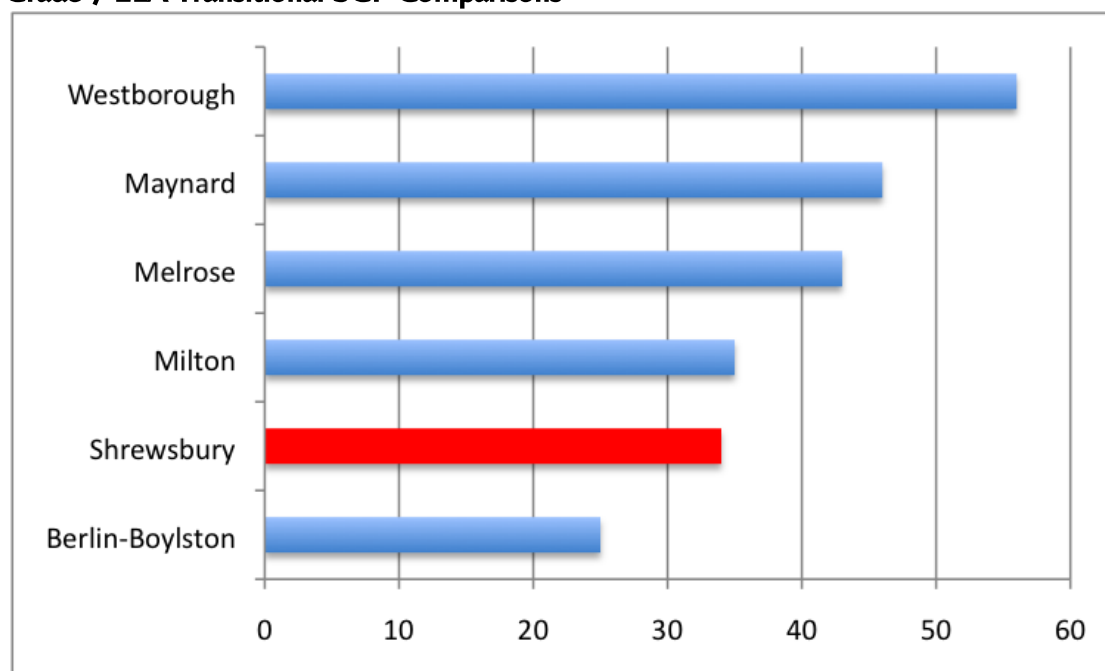
District Growth Comparison – English Language Arts

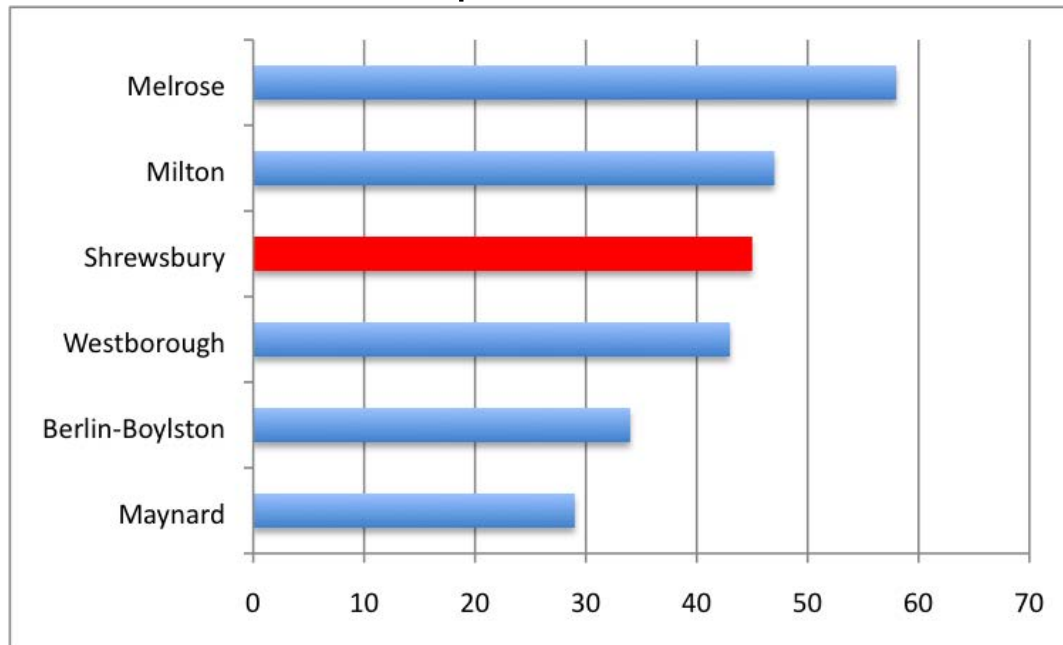
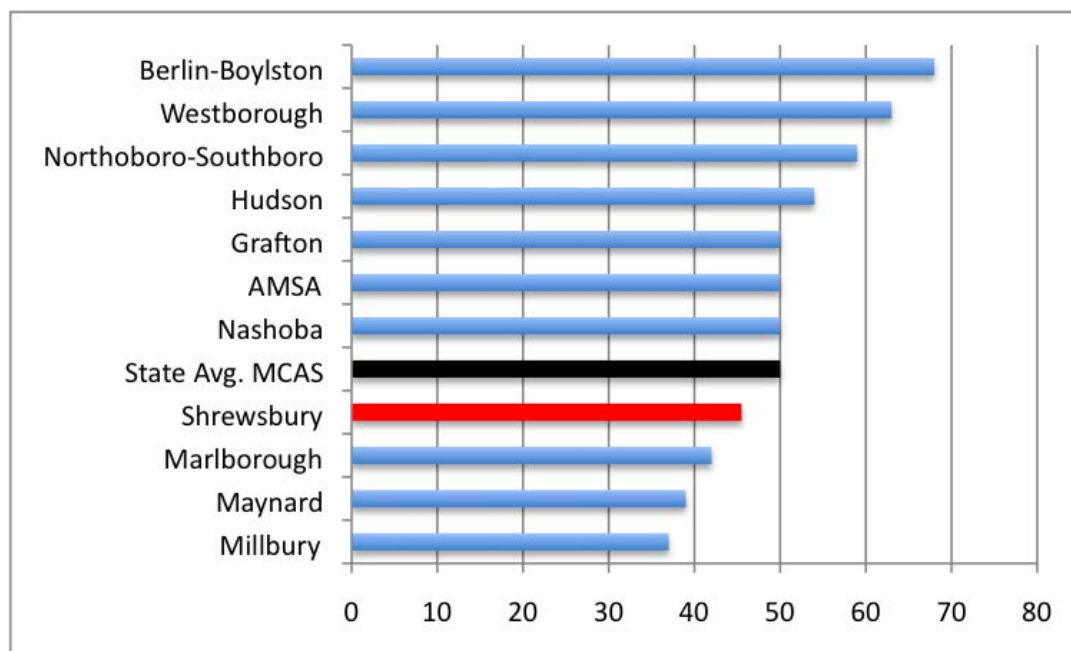
Grade 4 ELA Transitional SGP Comparisons



Grade 5 ELA Transitional SGP Comparisons



Grade 6 ELA Transitional SGP Comparisons**Grade 7 ELA Transitional SGP Comparisons**

Grade 8 ELA Transitional SGP Comparisons**Grade 10 ELA SGP Comparisons**

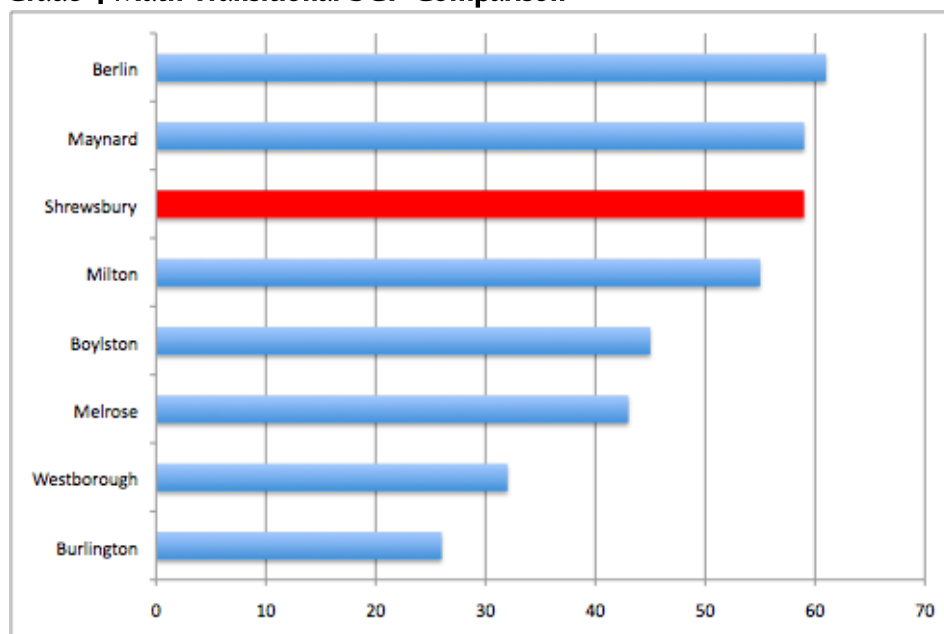
Growth Model Results – Math

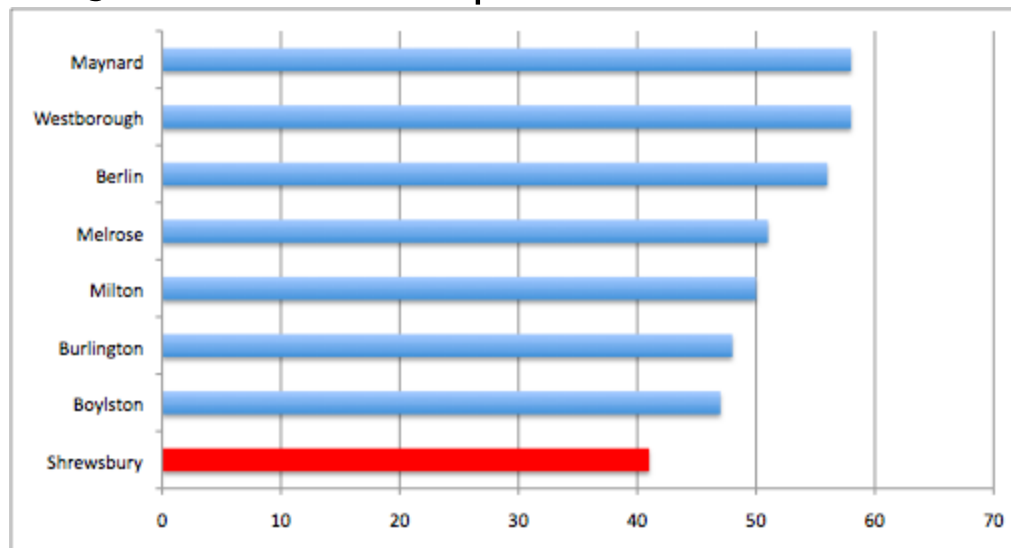
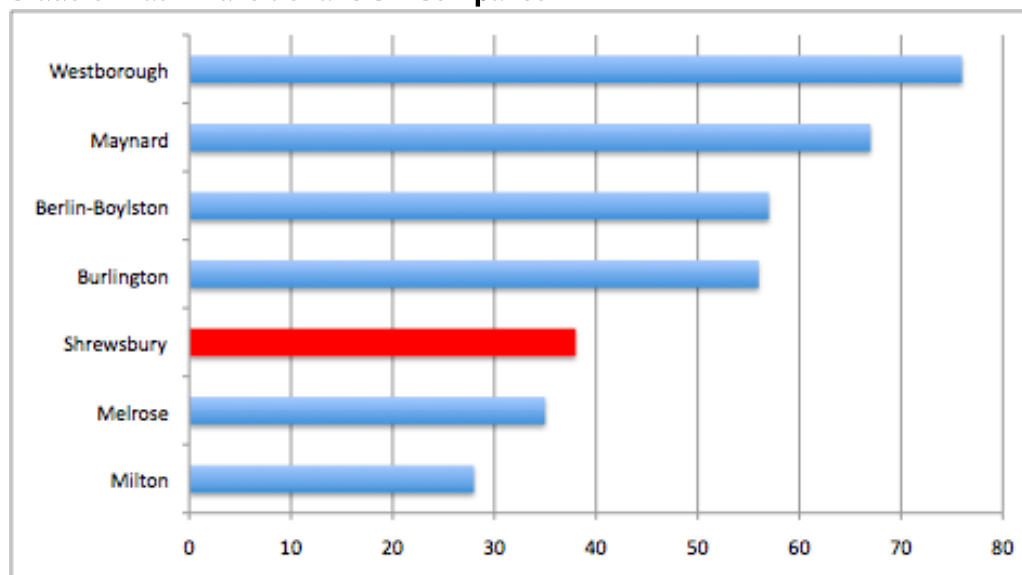
Transitional Student Growth Percentile (SGP) Comparison – Mathematics

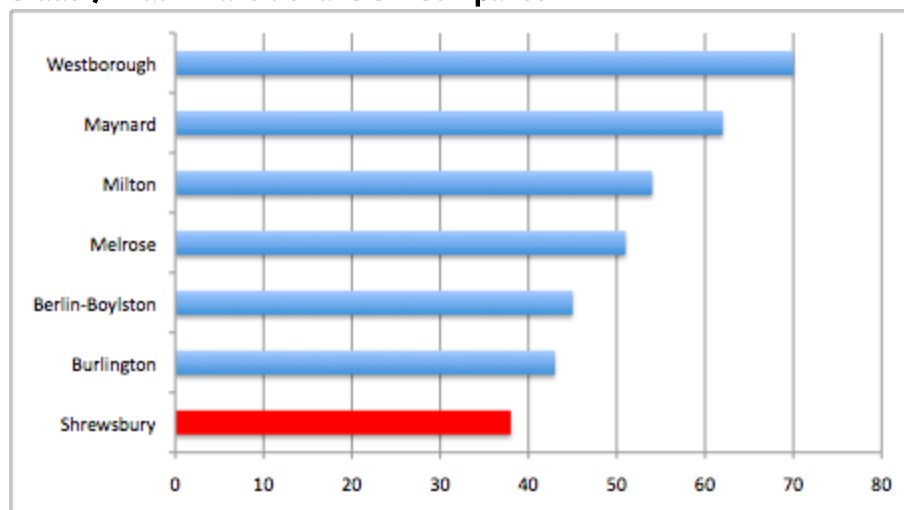
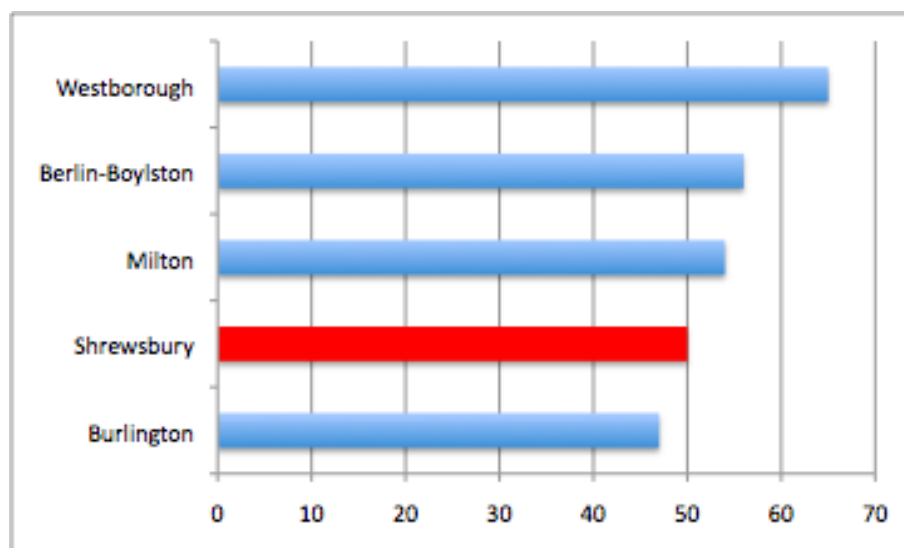
Grade and Subject	Shrewsbury Median SGP 2012	Shrewsbury Median SGP 2013	Shrewsbury Median SGP 2014	Shrewsbury Median SGP 2015	Shrewsbury Median SGP 2016	% Change 2015-2016
Grade 3 Math	N/A	N/A	N/A	N/A		N/A
Grade 4 Math	69	58	67	65	59	-6
Grade 5 Math	46	42	45	44	41	-3
Grade 6 Math	66.5	57	53.5	38	38	0
Grade 7 Math	55.5	42	36	30	38	+8
Grade 8 Math	52.5	61	45	39	50	+11
Grade 10 Math	54	55	62	53	58	+5
All Grades Math	59	51	50	Not Available	Not Available	N/A

District Growth Comparison – Mathematics

Grade 4 Math Transitional SGP Comparison

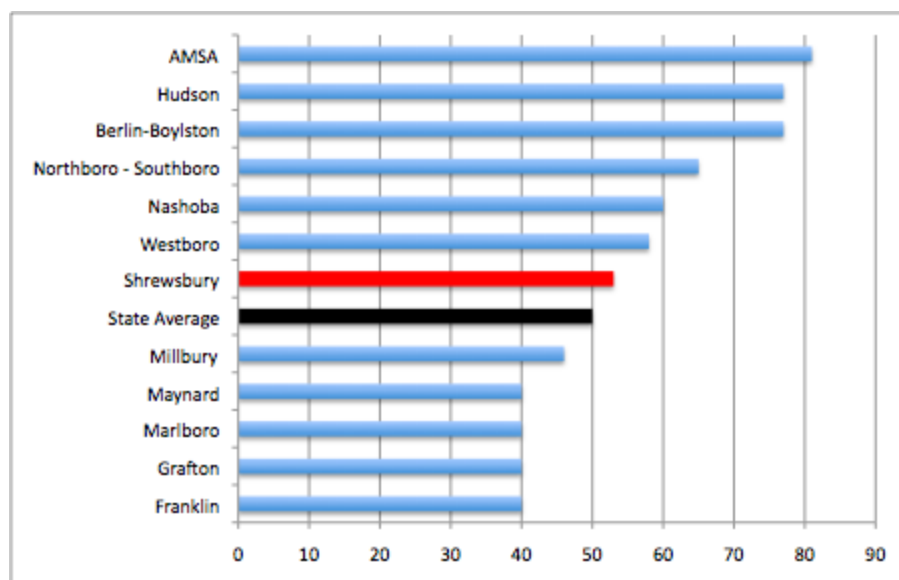


Grade 5 Math Transitional SGP Comparison**Grade 6 Math Transitional SGP Comparison**

Grade 7 Math Transitional SGP Comparison**Grade 8 Math Transitional SGP Comparison***

*Note: Maynard and Melrose were not included in Transitional SGP chart comparison because some students took the Grade 8 test and some took the Algebra 1 test.

Grade 10 Math SGP Comparison



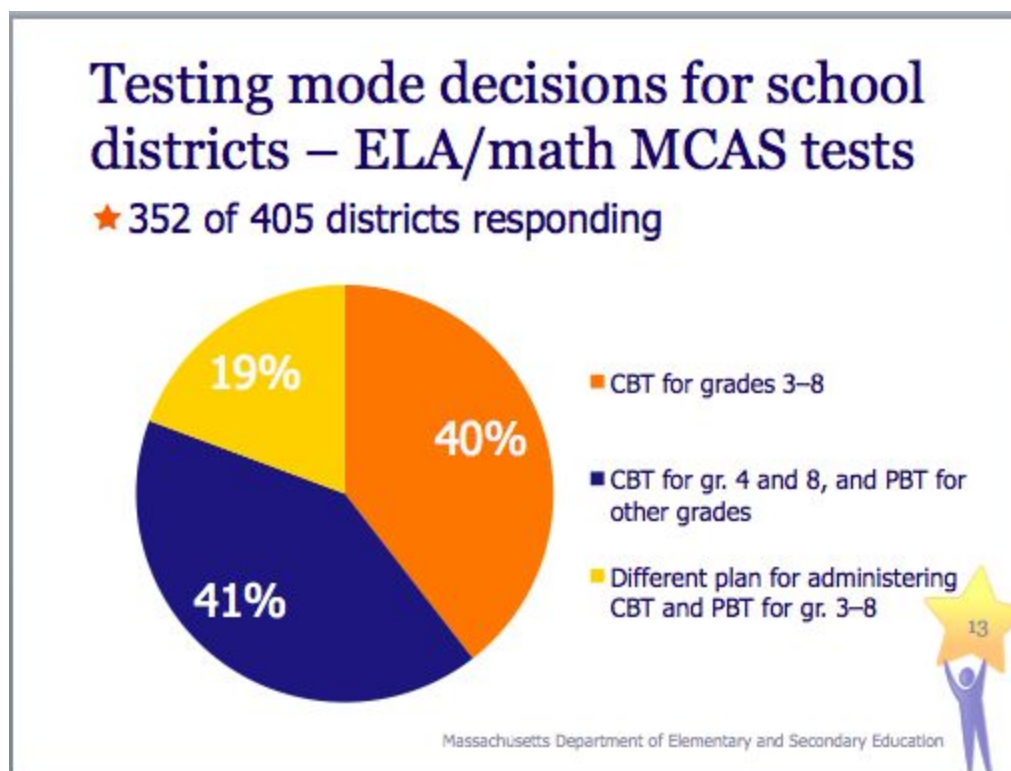
Looking Forward

- The 2017 assessment is transitioning from PARCC to MCAS 2.0. While MCAS 2.0 is built off of the PARCC platform, there will be adjustments to the content and structure of the PARCC exam that our students have taken for the past two years. The 2015 and 2016 PARCC exams were timed tests; the 2017 MCAS 2.0 will be untimed. Specific details around the ELA and Math tests were released in November and webinars to review these details will take place the 2nd week in December. To see the released information about the MCAS 2.0 ELA and Math exams, please click on the links below.

MCAS 2.0 ELA: <http://www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign>

MCAS 2.0 Math: <http://www.doe.mass.edu/mcas/tdd/math.html?section=testdesign>

- For the 2017 MCAS 2.0 test administration, the state is requiring that all districts use the computer based version of the test in grades 4 and 8. As Shrewsbury has been testing on-line in grades 5-8 for the past two years, our district will now shift to include grade 4 in its computer based testing program. Grade 3 will continue to be paper based. Please see the chart below for a breakdown of how other districts are handling the testing mode question.



- The DESE released new Science Standards last year that will require substantial adjustments to our elementary and middle level science programs. A K-12 committee has been formed to review the Shrewsbury science curriculum and to prepare for the changes anticipated with new state standards. Elementary and middle level working groups are underway to inform future adjustments to our PreK-8 science programming.
- Once the MCAS 2.0 assessment system matures and Shrewsbury is able to receive item level analysis information, our educators will be able to better assess and respond to any areas of challenge that are identified in student performance data.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **12/7/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**
A. Enrollment Projections: Annual Report

MEETING DATE: **12/7/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an annual report on Student Enrollment Projections?

BACKGROUND INFORMATION:

1. Mr. Patrick Collins, Assistant Superintendent for Finance and Operations, will provide information regarding enrollment projections for the district's student population in future years.
2. The report includes information on historical and projected enrollment from the New England School Development Council and the Shrewsbury Town Manager's Office, and the data is important for budget and future needs planning.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations

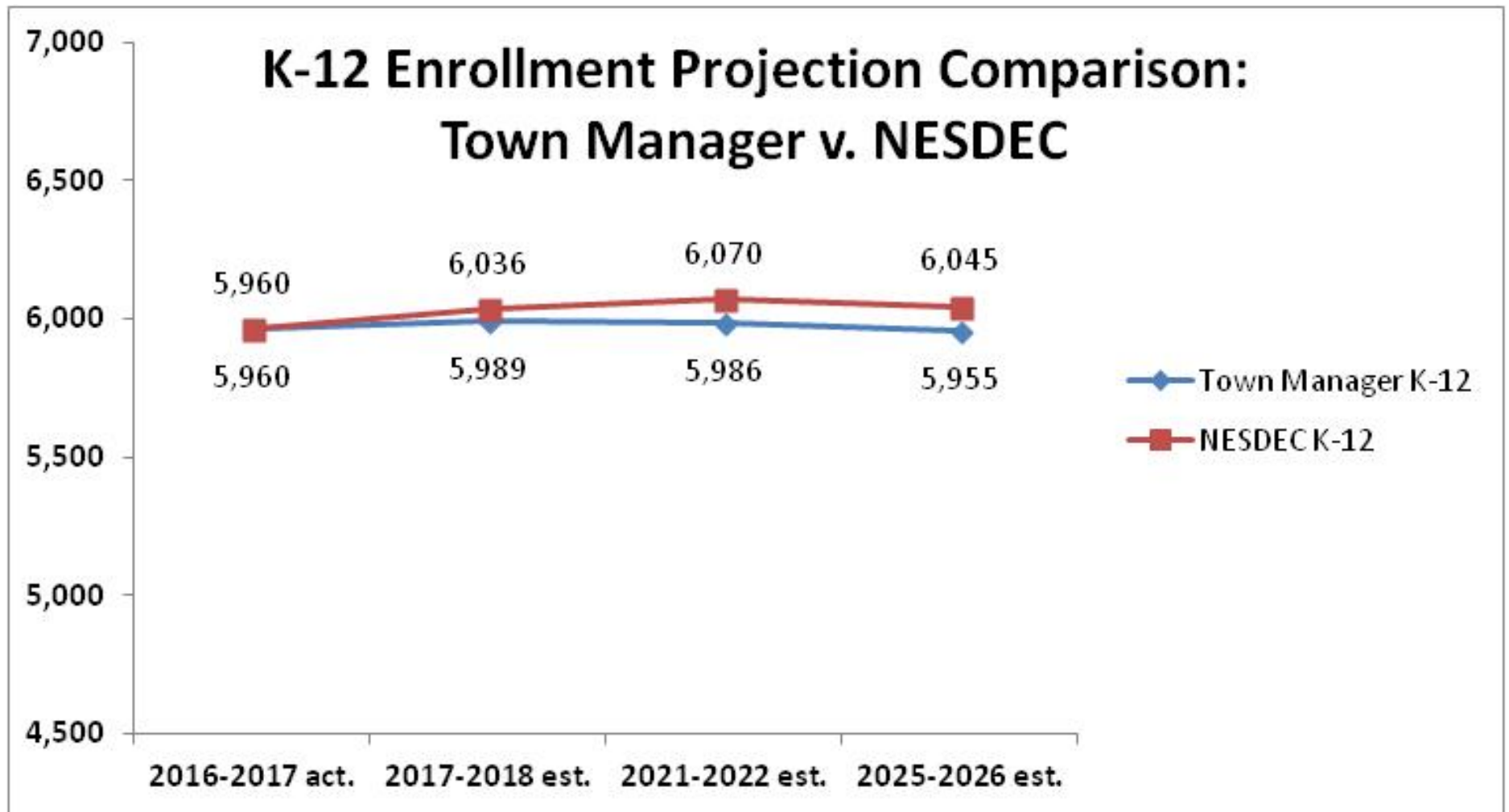
Enrollment Projections Report

Patrick Collins
December 2016

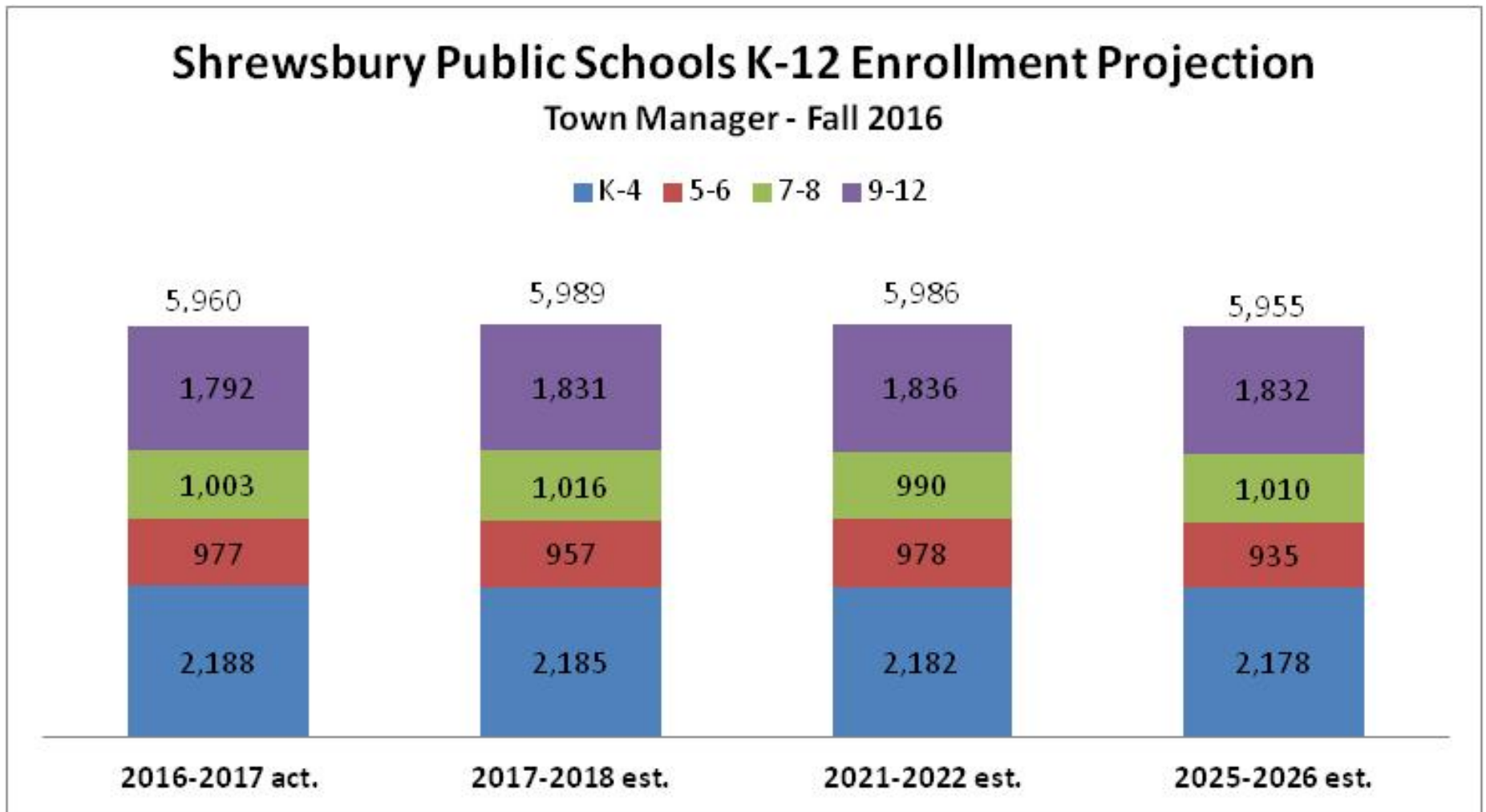
Methods

- Town Manager Projection
 - *Traditional cohort survival method* with five-year survival ratios.
- New England School Development Council
 - *Traditional cohort survival method* with three-year survival ratios for grades 1-12 and a birth to kindergarten ratio of 100.6%.
- Different methods lead to slightly different results over time.

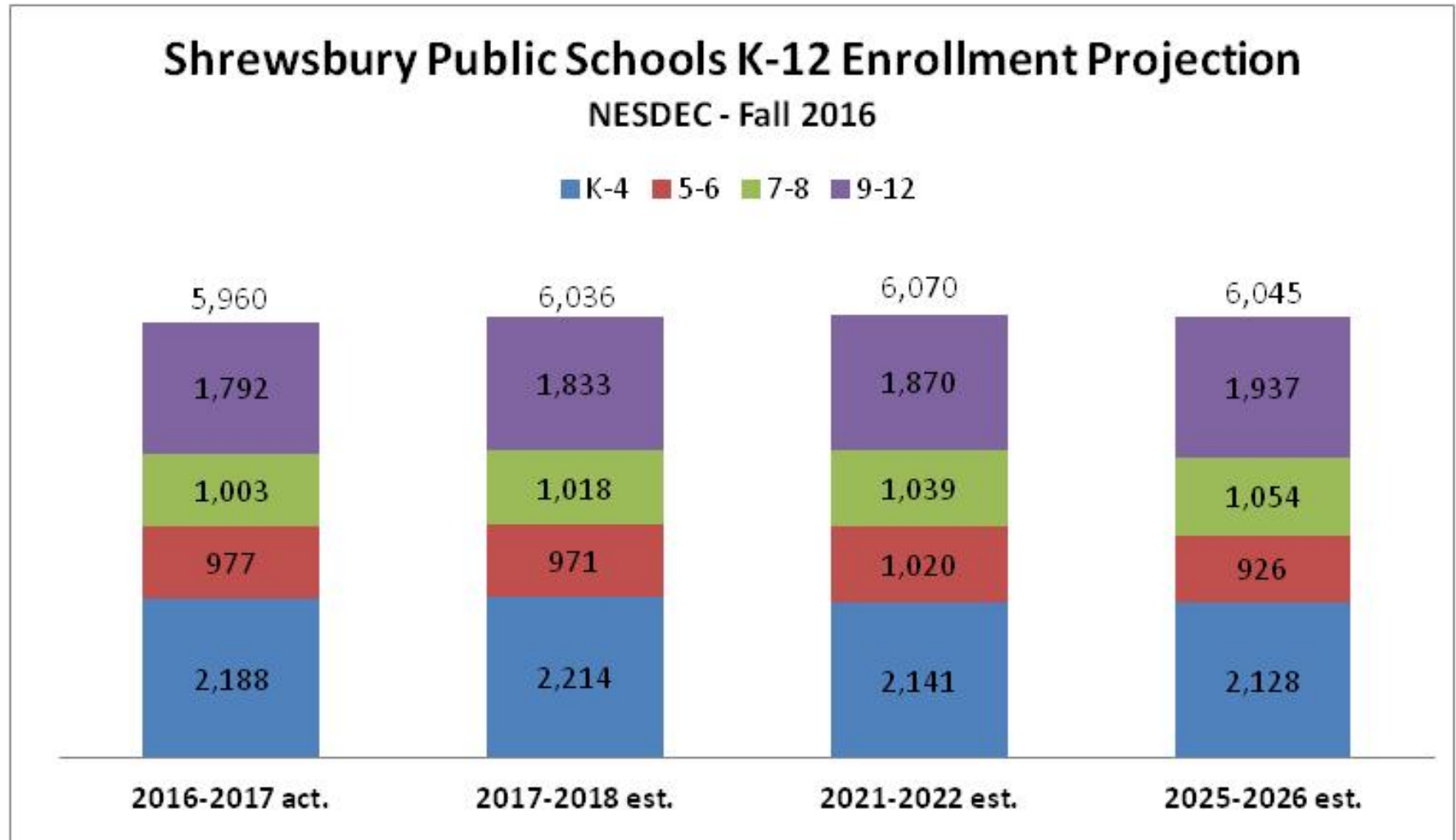
Projection Comparison: K-12



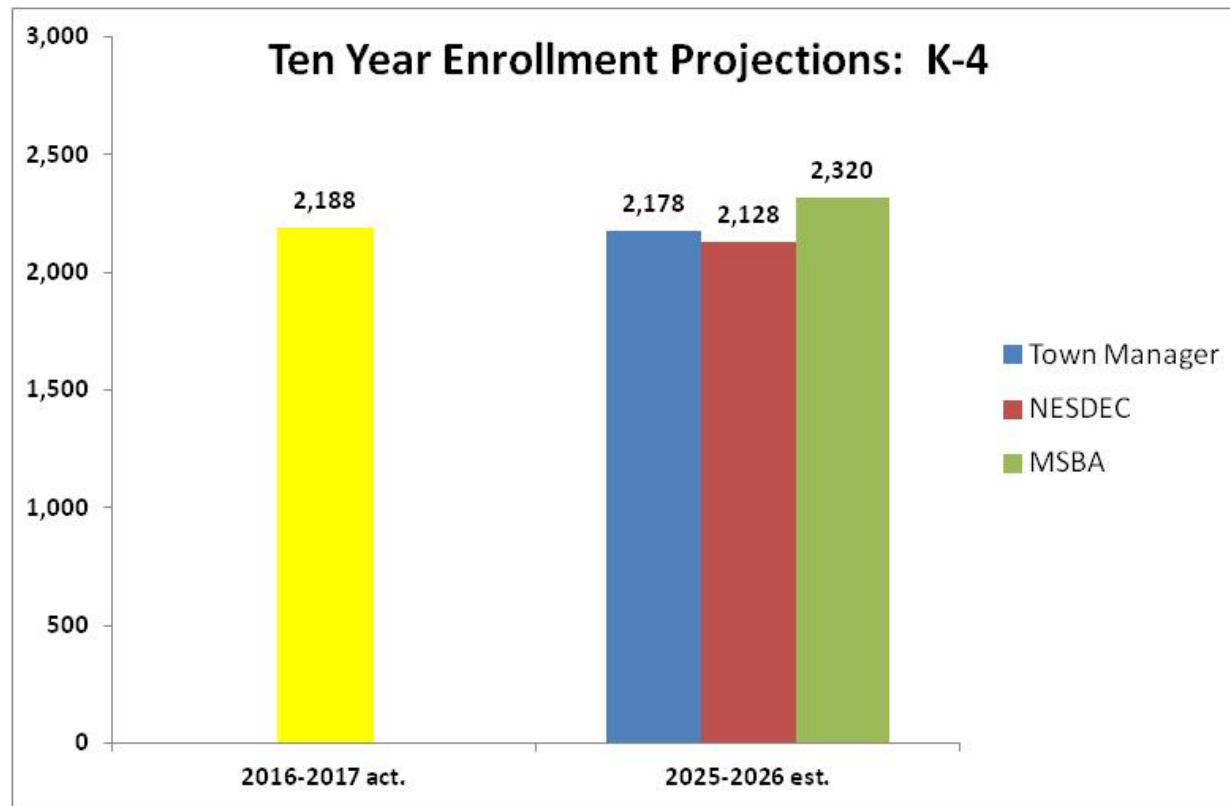
Town Mgr. by Grade Span



NESDEC by Grade Span



Mass. School Building Authority Kindergarten through Grade 4 Projection



MSBA projection factors “in-migration” as experienced with communities building/renovating a school. It also factors housing projects in the permitting pipeline whereas the other two projection methods do not. Finally, it assumes full-day kindergarten seats for all students.

Town Manager Projection

FY 2017 School Enrollment Projections

		1.164	1.059	1.025	1.020		1.014	1.001		1.023	1.008		0.908	1.015	0.998	0.988				
	k	1	2	3	4	k-4	5	6	5-6	7	8	7-8	9	10	11	12	9-12	TOTAL*	preschool	
1998	403	381	365	408	395	1952	354	356	710	328	338	666	241	198	226	254	919	4247	134	4381
1999	359	466	395	391	424	2035	394	352	746	356	328	684	266	234	202	219	921	4386	126	4512
2000	393	420	471	402	399	2085	433	389	822	361	367	728	290	280	245	213	1028	4663	135	4798
2001	385	475	444	469	424	2197	419	427	846	400	364	764	324	296	283	236	1139	4946	131	5077
2002	407	442	483	442	488	2262	428	423	851	426	395	821	343	330	287	274	1234	5168	150	5318
2003	398	484	464	480	464	2290	494	436	930	438	437	875	356	343	324	289	1312	5407	157	5564
2004	384	449	489	464	504	2290	463	492	955	444	441	885	413	360	334	320	1427	5557	174	5731
2005	394	452	466	502	466	2280	502	461	963	486	443	929	425	402	345	344	1516	5688	188	5876
2006	378	440	468	452	507	2245	462	488	950	449	501	950	408	436	388	351	1583	5728	173	5901
2007	376	439	454	482	454	2205	496	450	946	485	449	934	419	404	423	383	1629	5714	181	5895
2008	342	476	456	459	478	2211	456	461	917	453	489	942	393	429	390	427	1639	5709	196	5905
2009	348	426	493	465	459	2191	473	436	909	466	439	905	421	398	415	391	1625	5630	211	5841
2010	372	429	448	515	472	2236	469	465	934	435	479	914	401	417	390	410	1618	5702	241	5943
2011	341	429	457	464	516	2207	485	476	961	462	443	905	414	414	413	390	1631	5704	243	5947
2012	364	416	447	474	458	2159	524	465	989	473	466	939	408	421	417	412	1658	5745	262	6007
2013	392	399	450	452	480	2173	462	518	980	490	471	961	420	406	421	403	1650	5764	250	6014
2014	346	430	430	462	467	2135	487	469	956	529	478	1007	432	423	410	420	1685	5783	234	6017
2015	355	425	446	439	474	2139	472	500	972	480	547	1027	413	441	411	403	1668	5806	238	6044
2016	388	418	459	460	463	2188	487	490	977	511	492	1003	513	428	441	410	1792	5960	232	6192
			9		5		4	10					Indicates choice student(s)					28		
2017	350	452	443	471	469	2185	469	488	957	501	515	1016	447	521	427	436	1831	5989		
2018	401	408	478	454	480	2221	476	470	946	499	505	1004	468	454	520	422	1863	6034		
2019	366	466	432	491	463	2219	487	476	963	481	503	983	459	475	453	514	1900	6065		
2020	348	426	494	443	501	2212	470	487	957	487	484	972	457	466	474	447	1844	5985		
2021	366	405	452	507	452	2182	507	470	978	499	491	990	440	463	465	468	1836	5986		
2022	366	426	429	463	517	2202	458	508	966	481	503	984	446	447	462	459	1814	5966		
2023	366	426	451	440	473	2156	524	459	983	520	485	1005	456	453	446	457	1812	5956		
2024	366	426	451	463	449	2155	479	525	1004	469	524	993	440	463	452	441	1796	5948		
2024	366	426	451	463	472	2178	455	480	935	537	473	1010	476	447	462	447	1832	5955		

Notes:

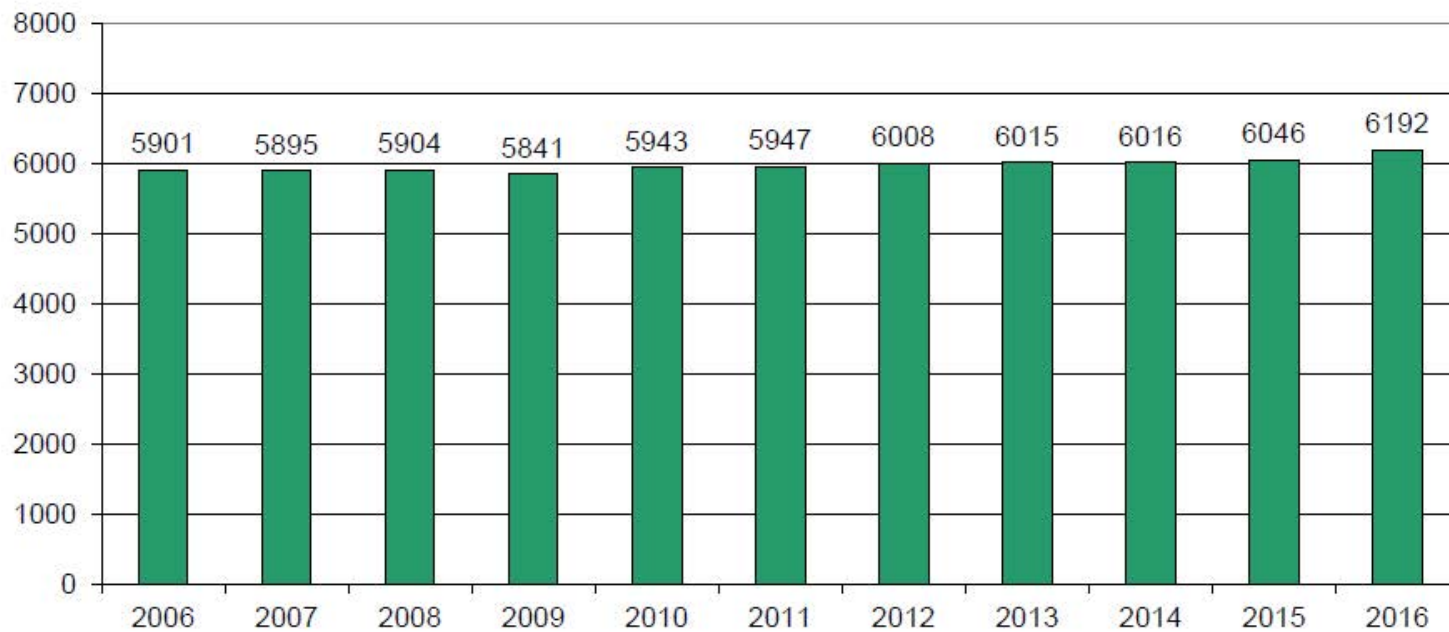
- 1998-2016 are actual enrollments
- Assumed births for 2016-20 were calculated taking the average of the previous four years of recorded births.

NESDEC Projection

NESDEC

Shrewsbury, MA Historical Enrollment

PK-12, 2006-2016

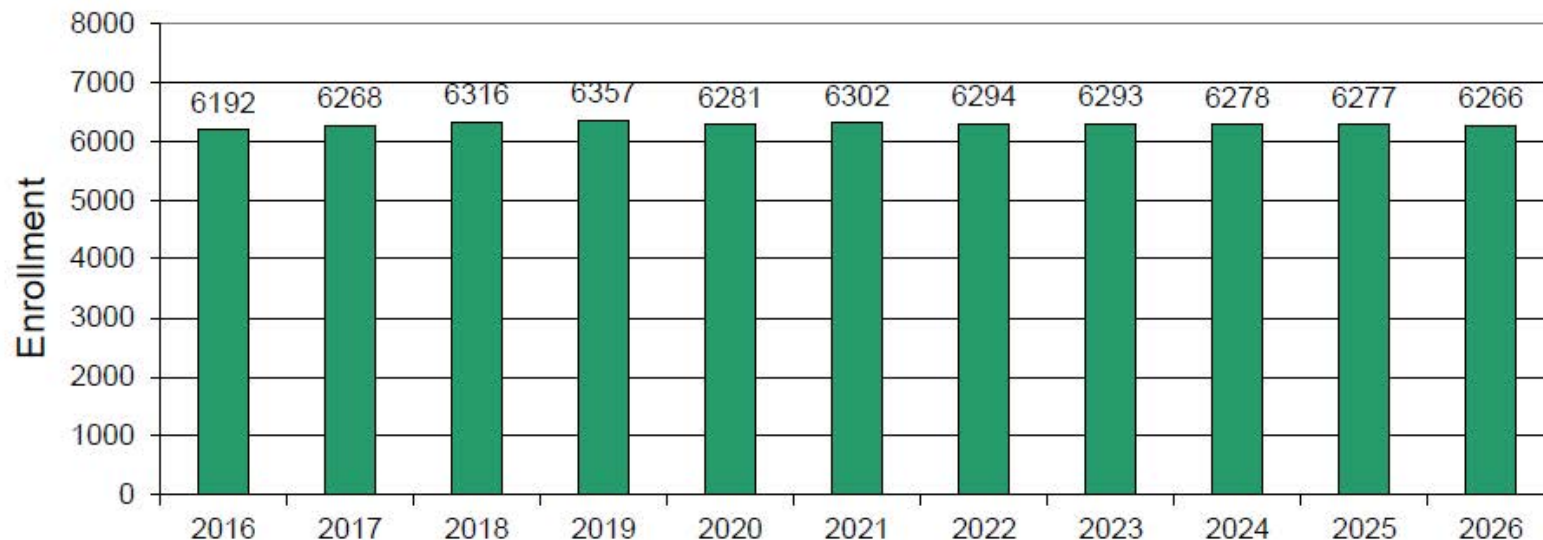


NESDEC Projection

NESDEC

Shrewsbury, MA Projected Enrollment

PK-12 TO 2026 Based On Data Through School Year 2016-17



NESDEC Projection



Shrewsbury, MA Historical Enrollment

School District: Shrewsbury, MA

11/7/2016

Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2001	470	2006-07	173	378	440	488	452	507	462	488	449	501	408	436	388	351	0	5728	5901
2002	485	2007-08	181	376	439	454	482	454	496	450	485	449	419	404	423	383	0	5714	5895
2003	439	2008-09	196	342	476	456	459	478	458	461	453	489	393	429	390	426	0	5708	5904
2004	469	2009-10	211	348	426	493	485	459	473	436	466	439	421	398	415	390	1	5630	5841
2005	429	2010-11	241	372	429	448	515	472	469	485	435	479	401	417	390	410	0	5702	5943
2006	396	2011-12	243	341	429	457	464	516	485	476	462	443	414	414	413	390	0	5704	5947
2007	364	2012-13	262	364	416	447	474	458	524	465	473	466	408	421	417	412	1	5746	6008
2008	379	2013-14	250	392	399	450	452	480	462	518	490	471	420	406	421	403	1	5765	6015
2009	371	2014-15	234	346	430	430	462	467	487	469	529	478	432	423	410	419	0	5782	6016
2010	332	2015-16	238	356	424	446	439	474	473	500	481	547	413	440	412	403	0	5808	6046
2011	383	2016-17	232	388	418	459	460	463	487	490	511	492	513	428	441	410	0	5960	6192

Historical Enrollment in Grade Combinations								
Year	K-4	5-6	K-6	K-8	1-4	5-6	7-8	7-12
2006-07	2245	950	3195	4145	1867	950	950	2533
2007-08	2205	946	3151	4085	1829	946	934	2563
2008-09	2211	917	3128	4070	1869	917	942	2580
2009-10	2191	909	3100	4005	1843	909	905	2529
2010-11	2236	934	3170	4084	1864	934	914	2532
2011-12	2207	961	3168	4073	1866	961	905	2536
2012-13	2159	989	3148	4087	1795	989	939	2597
2013-14	2173	980	3153	4114	1781	980	961	2611
2014-15	2135	956	3091	4098	1789	956	1007	2691
2015-16	2139	973	3112	4140	1783	973	1028	2696
2016-17	2188	977	3165	4168	1800	977	1003	2795

Historical Percentage Changes			
Year	K-12	Diff.	%
2006-07	5728	0	0.0%
2007-08	5714	-14	-0.2%
2008-09	5708	-6	-0.1%
2009-10	5630	-78	-1.4%
2010-11	5702	72	1.3%
2011-12	5704	2	0.0%
2012-13	5746	42	0.7%
2013-14	5765	19	0.3%
2014-15	5782	17	0.3%
2015-16	5808	26	0.4%
2016-17	5960	152	2.6%
Change		232	4.1%

NESDEC Projection



School District: Shrewsbury, MA

11/7/2016

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
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Based on an estimate of births

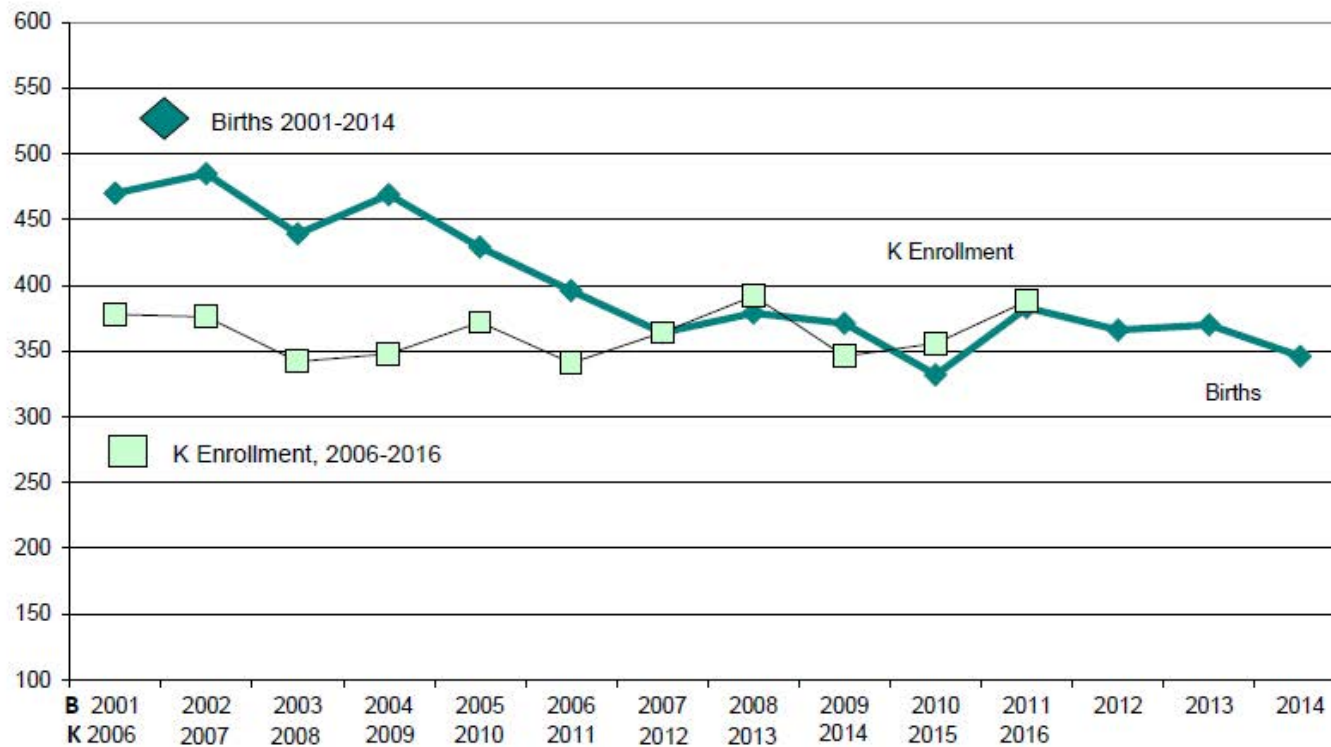
Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*									
Year	K-4	5-6	K-6	K-8	1-4	5-6	7-8	7-12	9-12
2016-17	2188	977	3165	4188	1800	977	1003	2795	1792
2017-18	2214	971	3185	4203	1846	971	1018	2851	1833
2018-19	2230	969	3199	4216	1858	969	1017	2885	1868
2019-20	2209	997	3206	4217	1861	997	1011	2919	1908
2020-21	2182	995	3177	4186	1852	995	1009	2872	1863
2021-22	2141	1020	3161	4200	1780	1020	1039	2909	1870
2022-23	2124	1033	3157	4194	1768	1033	1037	2905	1888
2023-24	2099	1011	3110	4172	1746	1011	1062	2951	1899
2024-25	2101	984	3085	4161	1751	984	1076	2901	1885
2025-26	2128	926	3054	4108	1778	926	1054	2901	1937
2026-27	2118	944	3062	4087	1764	944	1025	2972	1947

Projected Percentage Changes			
Year	K-12	Diff.	%
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2017-18	6036	76	1.3%
2018-19	6084	48	0.8%
2019-20	6125	41	0.7%
2020-21	6049	-76	-1.2%
2021-22	6070	21	0.3%
2022-23	6062	-8	-0.1%
2023-24	6061	-1	0.0%
2024-25	6046	-15	-0.2%
2025-26	6045	-1	0.0%
2026-27	6034	-11	-0.2%
Change	74		1.2%

NESDEC Projection



NESDEC Projection



Building Permits Issued		
Year	Single-Family	Multi-Units
2005	59	94
2012	88	4
2013	93	4
2014	57	0
2015	4	0
2016	n/a	0

Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	83	893
2012-13	127	885
2013-14	131	n/a
2014-15	131	768
2015-16	121	711
2016-17	108	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of 10/1/15	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	73	52	27	31	40	45	46	45	47	83	71	84	67	711

K-12 Home-Schooled Students	
2016	19

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2016	58

K-12 Special Education Outplaced Students	
2016	69

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2016	28

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

Elementary Schools

2017-2018 Initial Projection

		Beal			Coolidge			Floral Street			Paton			Spring St.		
Grade Level	Proj. 2017-18	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.
HDK	149	149	4/8	19												
FDK	219	114	6	19	42	2	21				21	1	21	42	2	21
Grade 1	460	66	3	22	113	5	23	124	6	21	74	4	19	83	4	21
Grade 2	446				82	4	21	210	9	23	82	4	21	72	4	18
Grade 3	471				94	4	24	195	8	24	93	4	23	89	4	22
Grade 4	477				92	4	23	216	9	24	95	4	24	74	3	25
Total K	368															
Total 1-4	1854	School Avg./Class 19			School Avg./Class 22			School Avg./Class 23			School Avg./Class 21			School Avg./Class 21		
Totals	2,222	329	17		423	19		745	32		365	17		360	17	

-Generally used the higher amount projected between Town Manager and NESDEC

Projected Changes: [Net 0 change in FTE but \$160-\$175K decrease in FDK revenue]

Beal: Decrease FDK sections from 7 to 6; Increase HDK sections from 6 to 8

Coolidge: Decrease FDK from 3 classrooms to 2; Increase Grade 1 classrooms from 4 to 5

Floral St.: Decrease Grade 3 classrooms from 9 to 8; Increase Grade 4 classrooms from 8 to 9

Paton: No changes

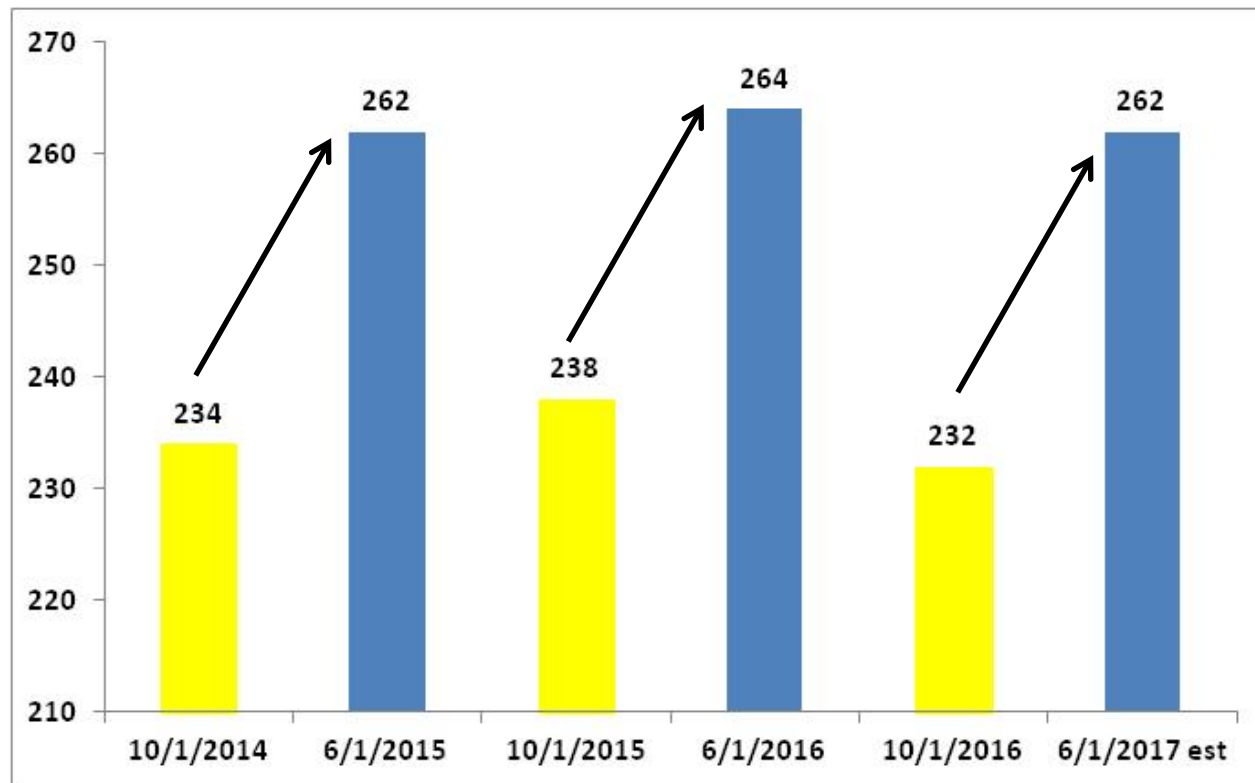
Spring St.: Decrease FDK from 3 classrooms to 2; Increase Grade 1 from 3 to 4 classrooms; Increase Grade 3 from 3 to 4 classrooms
Decrease Grade 4 from 4 to 3

Secondary Schools

2017-2018 Initial Projection

Grade Level	Proj. 2017-18	Sherwood Middle			Oak Middle			High School			Preschool Programs			
		Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.
Grade 5	471	471	20	24										
Grade 6	500	500	20	25							Parker Rd.	155	6/14	11
Grade 7	501				501	20	25				Little Col. (SHS)	25	1/2	13
Grade 8	517				517	20	26				Wesleyan Ter.	55	2/6	9
Grade 9	455							455	NA	NA				
Grade 10	524							524	NA	NA				
Grade 11	426							426	NA	NA				
Grade 12	437							437	NA	NA				
		School Avg./Class		24	School Avg./Class		25	School Avg./Class		NA	School Avg./Class		11	
Totals	3,831	971	40		1,018	40		1,842	NA	NA		235		

Preschool Enrollment Pattern

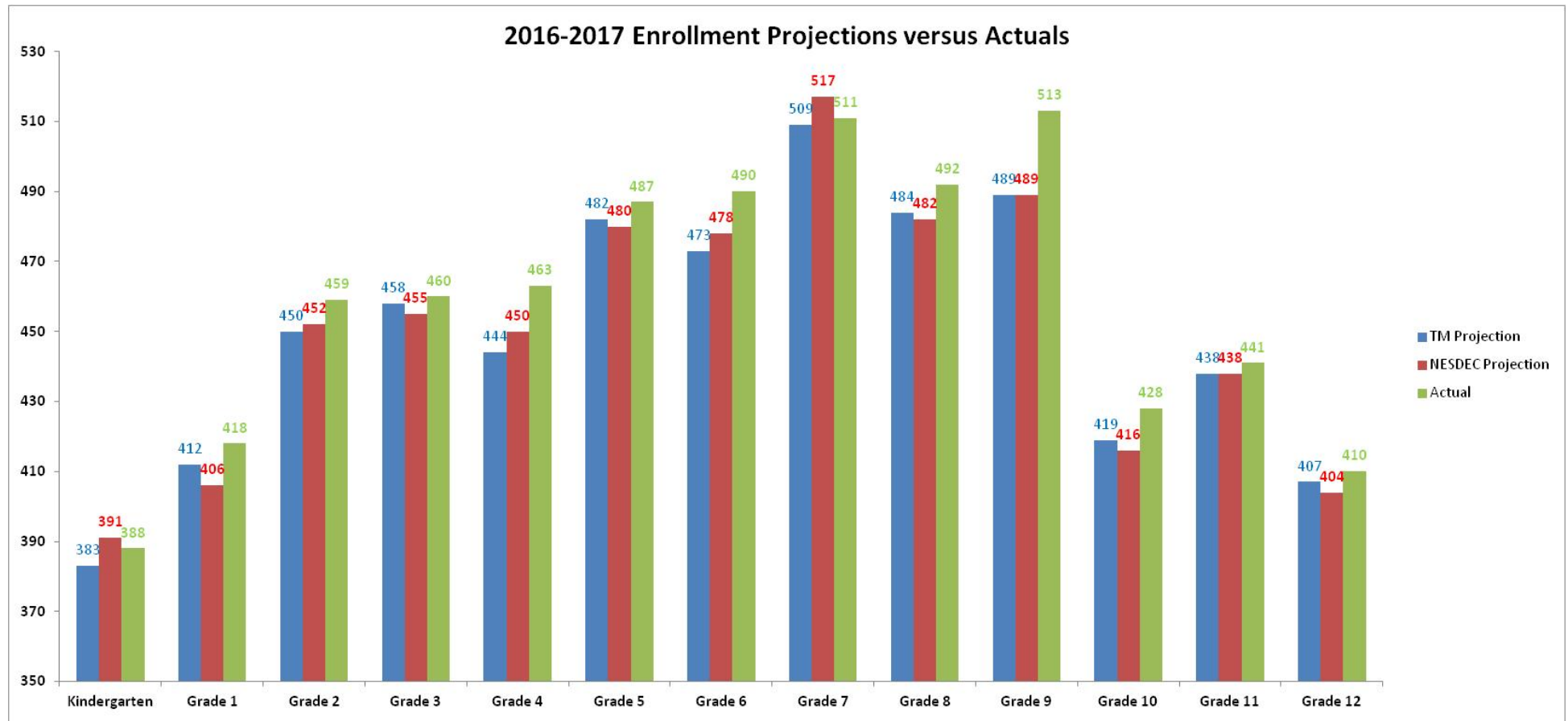


Each year the Preschool enrollment grows during the school year as students turn age 3 and become eligible for special education services. Enrollment grows by 13% during each school year and seats must be available for them.

Projected v. Actual for 2016-2017

	TM Projection	NESDEC Projection	Actual
Preschool	na	240	232
	TM Projection	NESDEC Projection	Actual
Kindergarten	383	391	388
Grade 1	412	406	418
Grade 2	450	452	459
Grade 3	458	455	460
Grade 4	444	450	463
Grade 5	482	480	487
Grade 6	473	478	490
Grade 7	509	517	511
Grade 8	484	482	492
Grade 9	489	489	513
Grade 10	419	416	428
Grade 11	438	438	441
Grade 12	407	404	410
	5,848	5,858	5,960

Projected v. Actual for 2016-2017



Summary Highlights

- Both projections indicate a K-12 **enrollment increase**, next year in the range of **39-76 students**.
- High School enrollment is projected to increase by 39-41 students to approx. 1,833, **exceeding maximum design capacity of 1,700**.
- MSBA enrollment projection for our K-4 population is **expected to increase by 132 students in 2025-2026** bringing total to 2,320.



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

28 November 2016

To: School Committee

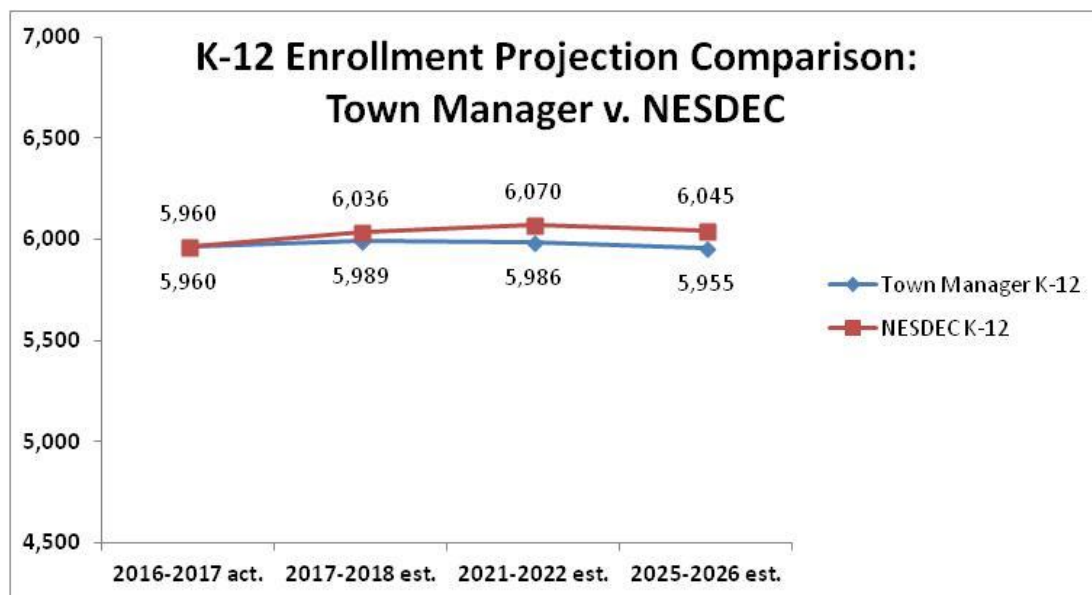
Subj: ENROLLMENT PROJECTION REPORT

Background

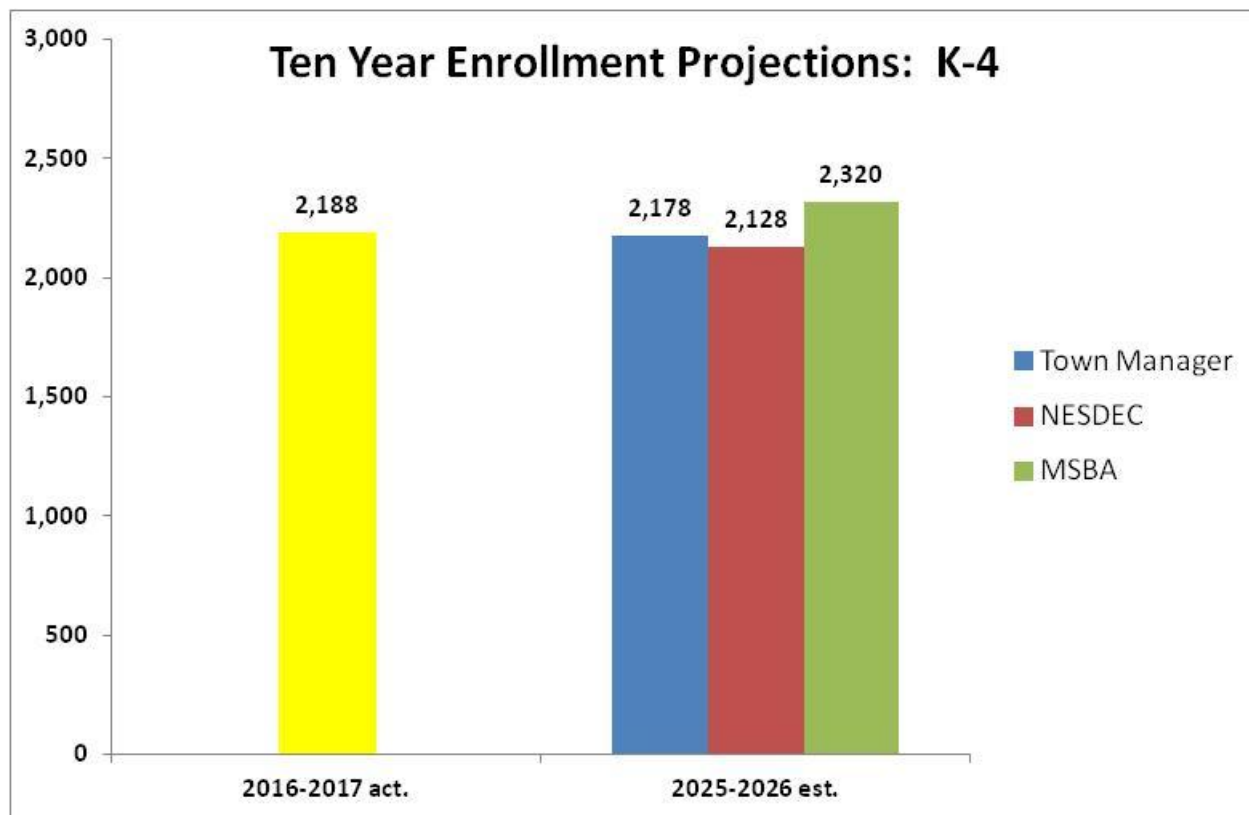
Enrollment projections are an essential element in short and long-term school planning. We use enrollment projections for capital planning purposes and near-term class size and staff planning. In Shrewsbury, we receive each year an enrollment projection from the Town Manager's Office. That projection is a standard *cohort survival method* using a five-year average for each cohort survival ratio. In addition, as a member of the New England School Development Council [NESDEC] we receive an annual enrollment projection from them. They used a three-year cohort survival ratio for grades 1-12 and a 1.005% survival ratio for birth to kindergarten.

Highlights

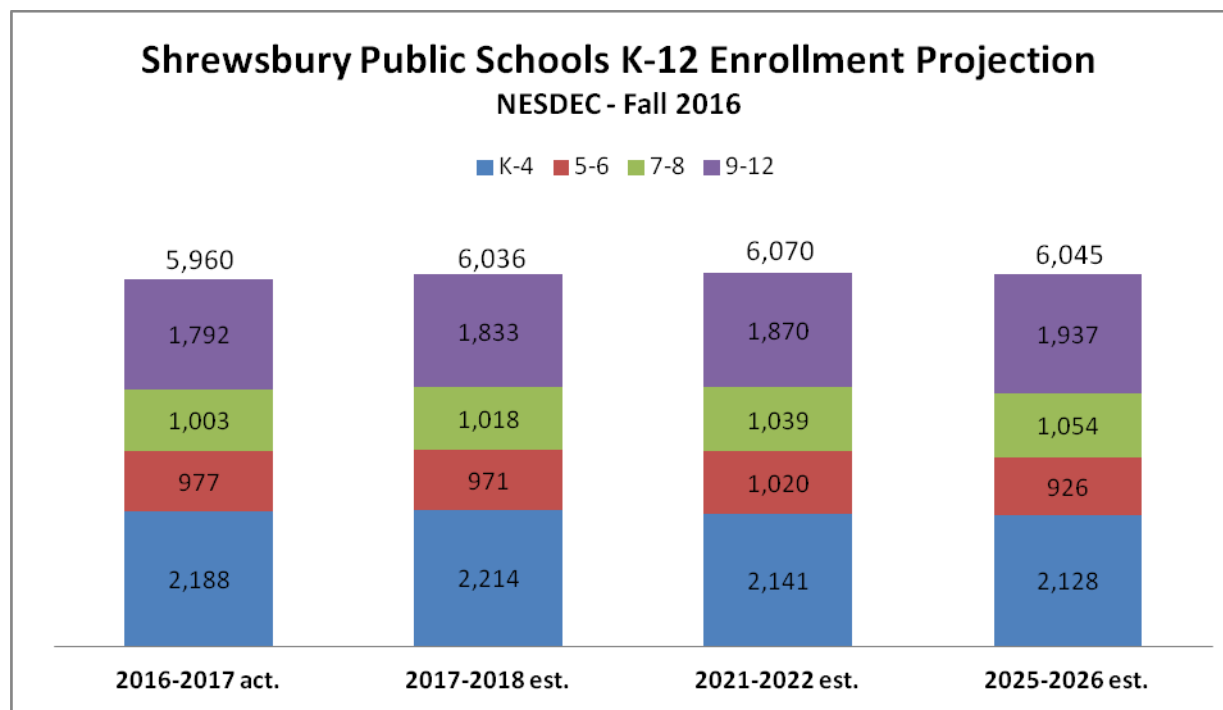
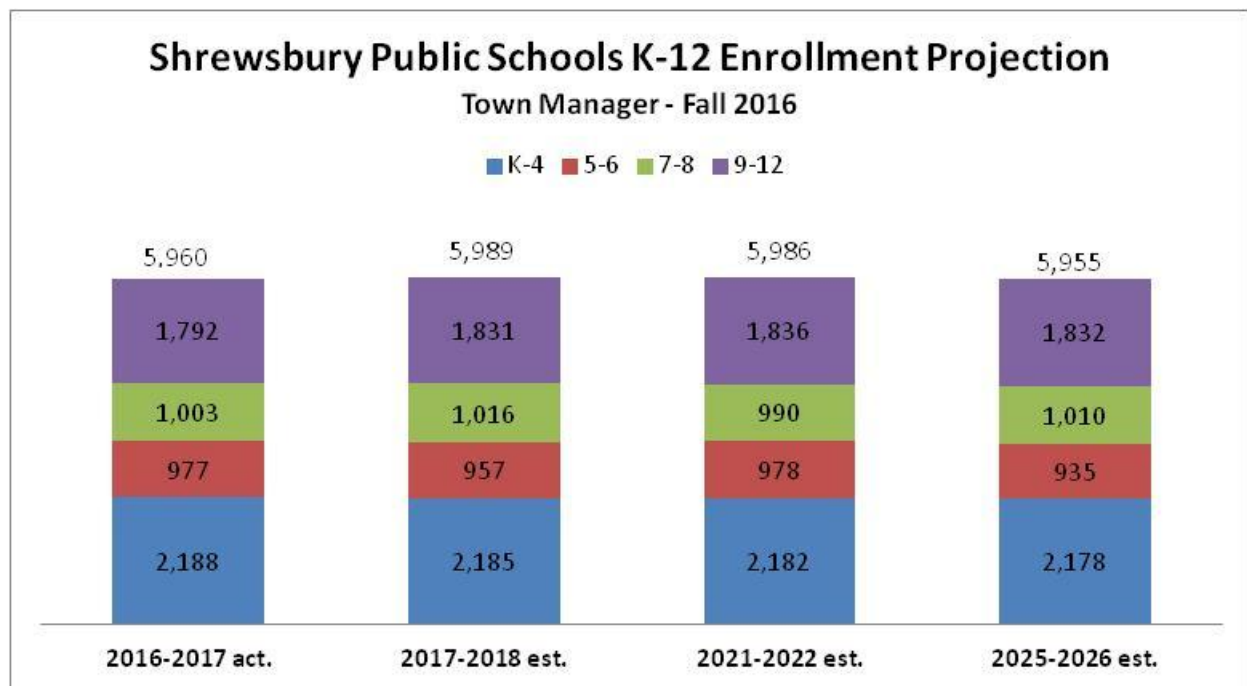
Since the Town Manager's Projection does not include Preschool enrollment we will use K-12 enrollments for comparative purposes. The chart below depicts both K-12 projections at one-year, five-year, and ten-year intervals. The NESDEC projection projects modest continued growth at each interval while the Town manager projection indicates generally flat enrollment at the five and ten year intervals.



Different this year is that we have a new ten-year enrollment projection recently completed by the Massachusetts School Building Authority [MSBA] in connection with the Beal Early Childhood Project. They have used a more sophisticated enrollment projection method that takes into account new housing projects that are in the permitting pipeline, their statewide data on “in-migration” associated with school building projects, and an assumption that the district will move to a universal full-day kindergarten program as part of the building project. The 2,320 enrollment forecast is the agreed upon number to be used with respect to the Beal Project.



In the following charts we see the K-12 enrollment projections segmented by our current grade configuration. Given the recent change in admissions practice at Assabet Valley Regional Technical High School, it’s reasonable to believe that the high school forecast is too low and we should likely plan for slightly higher enrollment at Shrewsbury High School.



The detailed enrollment projections are included in a related Powerpoint presentation document and I will review the details at our upcoming meeting.

Further, we have derived an initial school-based enrollment projection in order to prepare our staff planning budget for the 2017-2018 [fiscal year 2018] school year and I will review those details as well. The school-based projection for elementary schools will be refined as we progress in the budget process and become informed with new information relative to ongoing enrollments for kindergarten and first grade students entering our system for the first time along with the level of interest expressed for full-day kindergarten.

Summary

The enclosed enrollment projections allow us to have a high degree of certainty on staff planning for the 2017-2018 school year. The areas with highest potential variability in terms of enrollment are at the K-1 grades and grade 9.

We are very enthusiastic about our progress on the Beal Early Childhood Project. We provided the MSBA with a multitude of data about our community, school enrollments, and space capacity that contributed to their long-term enrollment forecast for our K-4 school population forecast of 2,320. With their 50.16% cost reimbursement for any project, they want to be sure that any capital investment accurately plans for the future educational needs and enrollment trends so as to maximize available resources and solve long-term space problems.

Finally, we need to be attentive to our growing high school population. We have significantly exceeded the 1,700 seat design capacity and as you know the current classroom utilization rate is 96%. Thus, few options exist to manage increased enrollment so we will have to keep a watchful eye on this for 2017-2018 and beyond.

Shrewsbury, MA Historical Enrollment

School District: Shrewsbury, MA

11/7/2016

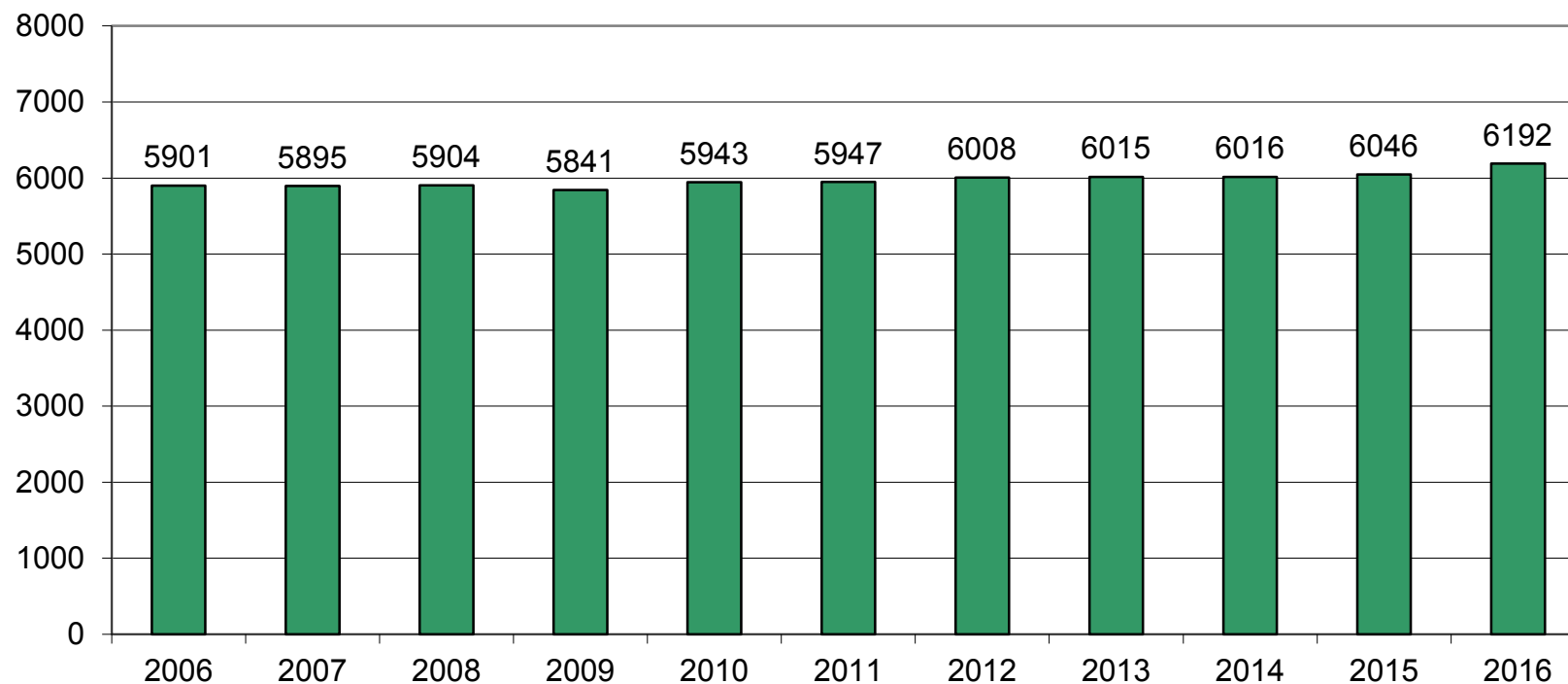
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Shrewsbury, MA Historical Enrollment

PK-12, 2006-2016



Shrewsbury, MA Projected Enrollment

School District: Shrewsbury, MA

11/7/2016

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Based on children already born

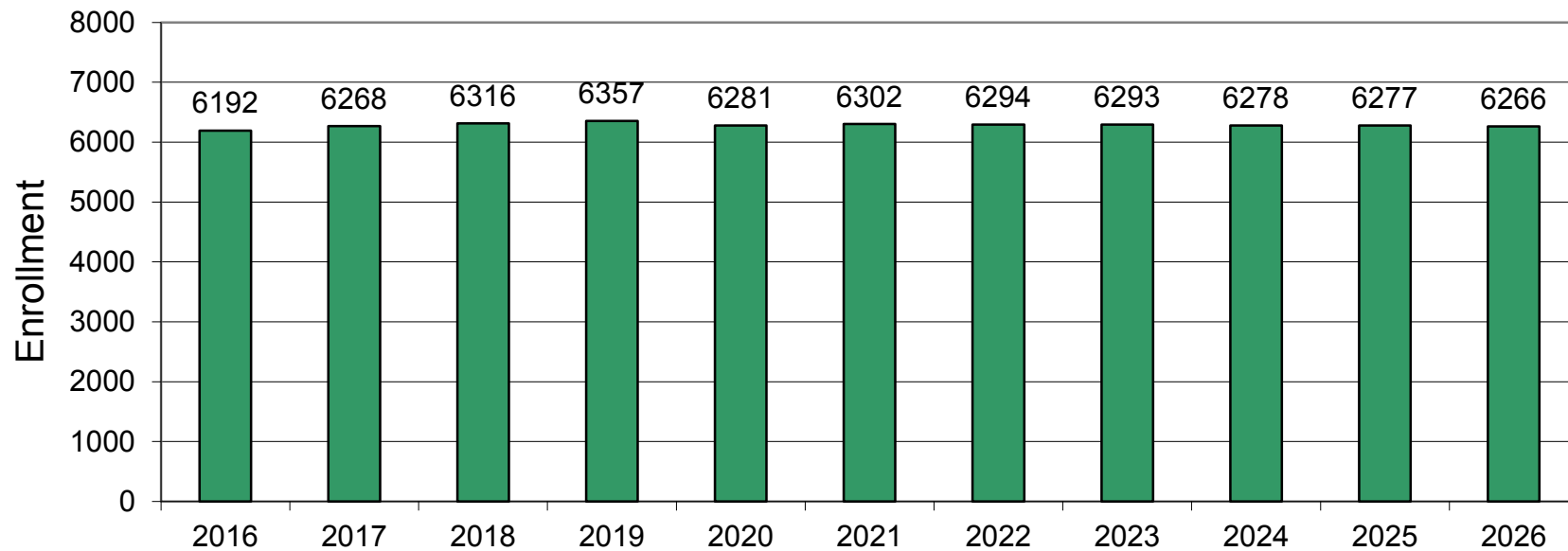
Based on students already enrolled

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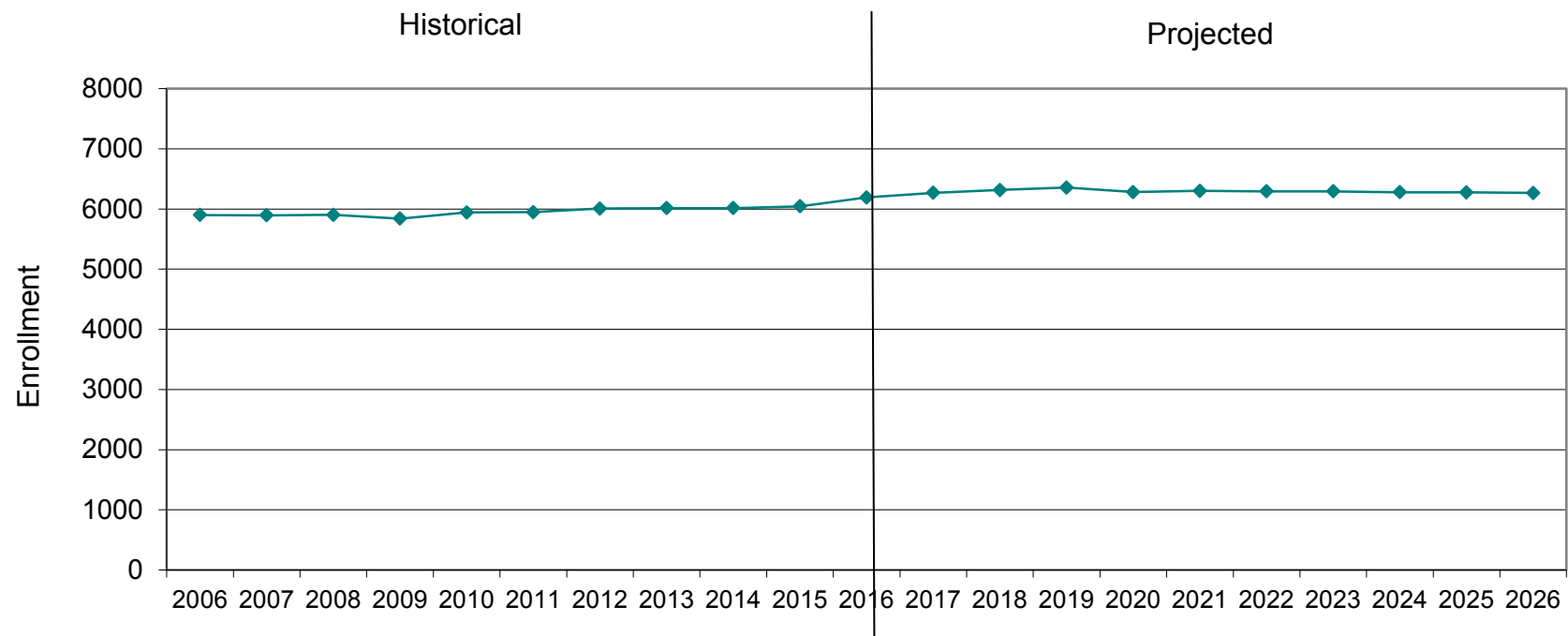
Shrewsbury, MA Projected Enrollment

PK-12 TO 2026 Based On Data Through School Year 2016-17

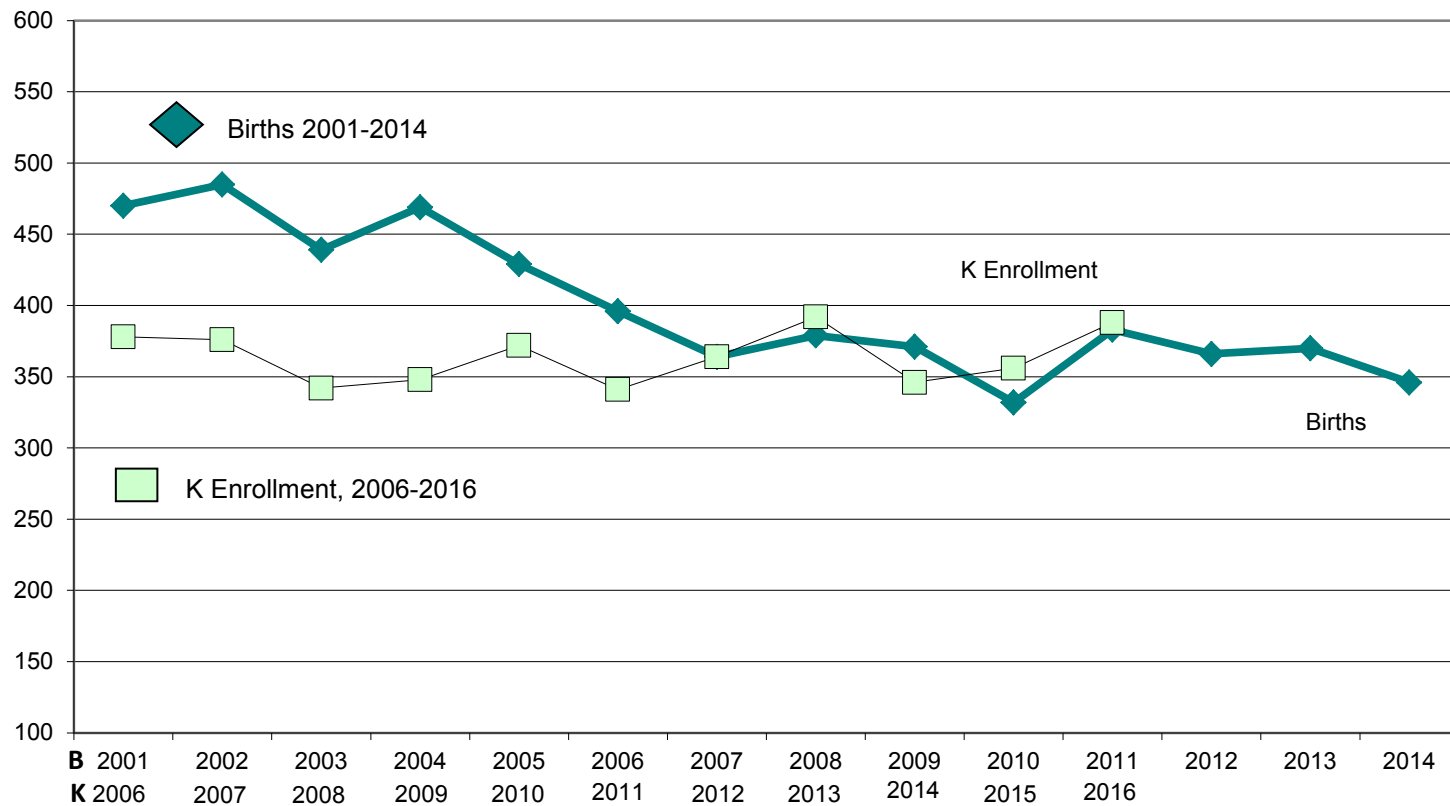


Shrewsbury, MA Historical & Projected Enrollment

PK-12, 2006-2026



Shrewsbury, MA Birth-to-Kindergarten Relationship



Shrewsbury, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	59	94
2012	66	4
2013	93	4
2014	57	0
2015	4	0
2016	n/a	0

Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	83	893
2012-13	127	865
2013-14	131	n/a
2014-15	131	768
2015-16	n/a	711
2016-17	108	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of 10/1/15	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	73	52	27	31	40	45	46	45	47	83	71	84	67	711

K-12 Home-Schooled Students	
2016	19

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2016	56

K-12 Special Education Outplaced Students	
2016	69

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2016	28

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

**FY 2017
School Enrollment Projections**

		1.164	1.059	1.025	1.020		1.014	1.001		1.023	1.007		0.908	1.015	0.996	0.990				
	k	1	2	3	4	k-4	5	6	5-6	7	8	7-8	9	10	11	12	9-12	TOTAL*	preschool	
1998	403	381	365	408	395	1952	354	356	710	328	338	666	241	198	226	254	919	4247	134	4381
1999	359	466	395	391	424	2035	394	352	746	356	328	684	266	234	202	219	921	4386	126	4512
2000	393	420	471	402	399	2085	433	389	822	361	367	728	290	280	245	213	1028	4663	135	4798
2001	385	475	444	469	424	2197	419	427	846	400	364	764	324	296	283	236	1139	4946	131	5077
2002	407	442	483	442	488	2262	428	423	851	426	395	821	343	330	287	274	1234	5168	150	5318
2003	398	484	464	480	464	2290	494	436	930	438	437	875	356	343	324	289	1312	5407	157	5564
2004	384	449	489	464	504	2290	463	492	955	444	441	885	413	360	334	320	1427	5557	174	5731
2005	394	452	466	502	466	2280	502	461	963	486	443	929	425	402	345	344	1516	5688	188	5876
2006	378	440	468	452	507	2245	462	488	950	449	501	950	408	436	388	351	1583	5728	173	5901
2007	376	439	454	482	454	2205	496	450	946	485	449	934	419	404	423	383	1629	5714	181	5895
2008	342	476	456	459	478	2211	456	461	917	453	489	942	393	429	390	427	1639	5709	196	5905
2009	348	426	493	465	459	2191	473	436	909	466	439	905	421	398	415	391	1625	5630	211	5841
2010	372	429	448	515	472	2236	469	465	934	435	479	914	401	417	390	410	1618	5702	241	5943
2011	341	429	457	464	516	2207	485	476	961	462	443	905	414	414	413	390	1631	5704	243	5947
2012	364	416	447	474	458	2159	524	465	989	474	466	940	408	421	417	413	1659	5747	262	6009
2013	392	399	450	452	480	2173	462	518	980	490	471	961	420	406	419	402	1647	5761	250	6011
2014	346	430	430	462	467	2135	487	469	956	529	478	1007	432	423	409	420	1684	5782	234	6016
2015	355	425	446	439	474	2139	472	500	972	480	547	1027	413	441	411	403	1668	5806	238	6044
2016	388	418	459	460	463	2188	487	490	977	511	492	1003	513	428	441	410	1792	5960	232	6192
			9		5		4	10					Indicates choice student(s)					28		
2017	350	452	443	471	469	2185	469	488	957	501	515	1016	447	521	426	437	1831	5989		
2018	401	408	478	454	480	2221	476	470	946	499	505	1004	468	454	519	422	1862	6033		
2019	366	466	432	491	463	2219	487	476	963	481	503	983	459	475	452	514	1899	6065		
2020	348	426	494	443	501	2212	470	487	957	487	484	972	457	466	473	447	1843	5984		
2021	366	405	452	507	452	2182	507	470	978	499	491	990	440	463	464	468	1836	5985		
2022	366	426	429	463	517	2202	458	508	966	481	502	984	446	447	462	459	1814	5966		
2023	366	426	451	440	473	2156	524	459	983	520	485	1005	456	453	445	457	1811	5955		
2024	366	426	451	463	449	2155	479	525	1004	469	524	993	440	463	451	441	1795	5948		
2024	366	426	451	463	472	2178	455	480	935	537	473	1010	476	447	462	447	1831	5954		

Notes:

- 1998-2016 are actual enrollments
- Assumed births for 2016-20 were calculated taking the average of the previous four years of recorded births.

**FY 2017
School Enrollment Projections**

Births		k		b-k	survivals												
2005	416	2010	372	0.894		k-1	1 - 2	2 - 3	3 - 4	4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11	11 - 12
2006	383	2011	341	0.890													
2007	361	2012	364	1.008	2011-12	1.220	1.042	1.037	0.987	1.016	0.959	0.996	1.009	0.921	1.017	1.007	1.000
2008	372	2013	392	1.054	2012-13	1.096	1.082	1.011	1.013	1.009	0.989	1.054	0.994	0.901	0.995	0.995	0.964
2009	367	2014	346	0.943	2013-14	1.097	1.078	1.027	1.033	1.015	1.015	1.021	0.976	0.917	1.007	1.007	1.002
2010	321	2015	356	1.109	2015-15	1.228	1.037	1.021	1.026	1.011	1.027	1.023	1.034	0.864	1.021	0.972	0.985
2011	373	2016	388	1.040	2014-16	1.177	1.059	1.031	1.043	1.019	1.017	1.022	1.025	0.938	1.036	1.000	0.998
		2 Year Ave		1.075													
		Projections			ave	1.164	1.059	1.025	1.020	1.014	1.001	1.023	1.007	0.908	1.015	0.996	0.990
2012	326	2017	350	1.075	Adjusted for Choice Students (28 total)												
2013	373	2018	401	1.075													
2014	341	2019	366	1.075													
2015	324	2020	348	1.075													
	341	Ave															
Assumed (261 births through 11/8/2016)																	
2016	341	2021	366	1.075													
2017	341	2022	366	1.075													
2018	341	2023	366	1.075													
2019	341	2024	366	1.075													
2020	341	2025	366	1.075													



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **12/7/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IX. New Business
A. Assabet Valley Collaborative: Update

MEETING DATE: 12/7/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on the status of the Assabet Valley Collaborative?

BACKGROUND INFORMATION:

1. The state law governing educational collaboratives requires four updates each year to member school districts.
2. The update (#1 of 4) includes information, and links to information, on Collaborative Statutes, Regulations, and Oversight; DESE Guidelines; Board Meeting Dates and Tentative Topics; FY16 Accomplishments; Major Priorities & Challenges for FY17.

ACTION RECOMMENDED:

That the School Committee hear an update on the status of the Assabet Valley Collaborative and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

HIGHLIGHTS

1. Collaborative Statutes, Regulations, and Oversight

- Legislative Update: [HB457](#) is in Ways & Means
 - expected enactment; improves prior [Chapter 43 of the Acts of 2012](#)
 - Removes DESE Appointee to Board; statutorily requires regions and liaison
 - Enables services to adults beyond age 22 if other state agency approves

2. DESE Guidelines

- [Duties & Responsibilities of Collaborative Board Members & Boards of Directors](#)
- [Responsibilities of School Committees as Members of a Collaborative](#)
- [Updated DESE Guidelines](#):
 - [FY16 Annual Report Guidelines](#),
 - [FY16 Independent Audit Guidelines](#), and
 - [Closing Guidelines](#)

3. AVC Board Meeting Dates and Tentative Topics for 2016-2017 - [LINK](#)

4. FY16 Accomplishments

- Students across AVC write and perform “[We Are Here](#)” to celebrate 40 years of AVC – check out the [VIDEO](#)!
- Evolution launched Inclusive Concurrent Enrollment program at Framingham State University.
- Received grant from CF Adams Trust to support Peer Review and Safe & Supportive Schools advocacy.
- PD in Cultural Proficiency, Social Thinking, Inclusive Practices, Personalized Learning, Google, and special education.
- Leadership for Inclusive Practices Conference – 3 Days
- Executive Director on Steering Committee for Equitable & Inclusive Practice Ambassador Project
- PBIS & DBT implementation at AVCAS
- Procured contract on behalf of districts reducing costs for Schoology - LMS

5. Major Priorities & Challenges for AVC in FY17

- Relocation of central office – exploration of building purchase – including financing with mortgage. (More information to come in December).
- Construction/Renovation at Bigelow – new roof, elevator, stair treads - Project Cost estimated at \$1.5M
- Special Education Transportation contract exploration
- Continued marketing/communication – including social media
- FSP (wraparound) contracted to support replication projects at other collaboratives
- Inclusive Concurrent Enrollment partnership with FSU expands to include coaching
- Psychiatric Consultation to districts
- PBIS implementation at Evolution
- Expanded PD training center and PD delivery in-district
- Inclusive Practices Ambassador
- Embark on long-term strategic planning through Design process.

Providing joint programs and services for school districts of:

Assabet Valley Region
Berlin/Boylston Region
Berlin
Boylston
Grafton
Hudson
Marlborough
Maynard
Millbury
Nashoba Region
Northborough
Northborough/
Southborough Region
Southborough
Shrewsbury
Westborough

Offering the following programs:

AVCAS
Consultation Services
Evolution
Family Success Partnership
Professional Development
REACH
SOAR
Transportation Services



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **12/7/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meetings on November 9, 2016, and November 16, 2016?

BACKGROUND INFORMATION:

1. The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee approve the minutes of the School Committee meetings on November 9, 2016, and November 16, 2016.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, November 9, 2016

Present: Ms. Sandy Fryc, Chairperson; Dr. Dale Magee, Vice Chairperson; Mr. Jon Wensky, Secretary; Ms. Erin Canzano; Mr. John Samia; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Mary Beth Banios, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

The meeting was convened by Ms. Fryc at 7:00pm, who noted the meeting would begin with Chairperson's Report & Member's Reports, and that Public Participation would be held after the Time Scheduled Appointments.

II. Chairperson's Report & Members' Reports

Mr. Wensky congratulated the Shrewsbury High School (SHS) football team on their recent victory over hometown rival St. John's High School.

III. Superintendent's Report

Dr. Sawyer noted he attended a retirement ceremony honoring Pamela and Russell Krause, respective head coaches of Girls and Boys Crew at SHS, and congratulated them on their long and outstanding careers as rowing coaches.

Dr. Sawyer also advised that principals at SPS schools reported that post-presidential election discussions at schools were productive, and that SPS strives to provide a safe and inclusive environment for all students.

IV. Time Scheduled Appointments:

A. Beal Building Committee: Report & Discussion

Beal Early Childhood Center Building Committee members Mr. John Masiello (Vice Chair), Mr. Patrick Collins, Ms. Erin Boucher, Mr. Chris Girardi, Ms. Sandra Fryc, Mr. Robert Cox, and Dr. Joseph Sawyer attended the meeting. Committee members Mr. Jim Kane (Chair) and Mr. Dan Morgado were unable to attend the meeting. Members provided a report that included information on building with the Massachusetts School Building Authority (MSBA), progress on milestones, enrollment certification, local vote authorization, and financing the feasibility study.

The committee advised that the project timeline leads up to a Special Town Meeting that would convene on December 5, 2016 to vote on a warrant article appropriating funds for the Beal Early

Childhood Project Feasibility Study, and recommended that the School Committee vote at their November 16, 2016, to vote to affirm their support as a body for the appropriation.

The School Committee asked clarifying questions, and were advised that the projections in the report did factor in planned 40B housing communities in the district, and that the December 5 Town Meeting vote would be for the funding of the feasibility study phase of the project only.

Dr. Sawyer thanked the group for their work, noted that interested individuals could tour Beal School at open houses on November 15 and 29 at 7:30pm, and added that the projected Feasibility Study amount to be funded by Town Meeting (projected at \$1.2 million and reimbursable by MSBA at 50.16%) was based on comparative studies from other towns.

B. SHS Athletic Campus Improvements: Report & Vote

Mr. Collins, Assistant Superintendent for Finance and Operations; Mr. Jason Costa, Director of Athletics; Ms. Michelle Biscotti, Co-Coordinator of Development & Volunteer Activities; Ms. Kathleen Keohane, Co-Coordinator of Development & Volunteer Activities; Ms. Angela Snell, Director of Parks, Recreation, and Cemeteries; and Mr. Peter Spanos, Civil Engineer, Gale Associates, addressed the Committee. They provided a vision for the future plans for an artificial turf field at the SHS stadium, discussed the project goals, gave examples of weather impact on grass fields, and described current field conditions.

The group then addressed questions posed by the Committee at the October 19 meeting about excessive heat issues with artificial turf, Microban coating on Envirofill, schools doing their own turf studies, revenue potential, special equipment needs, chemical exposure to the environment and athletes, natural grass options that would meet the stated needs, turf lifespan, fundraising and the potential for inflation, organic field durability, and access to fields. They also provided a list of resources on Envirofill, Brock shock pads, and turf carpet, and provided government agency information on synthetic turf fields. Mr. Collins went on to recommend that the Committee approve Phase I of the SHS Athletic Campus Improvement Plan.

Dr. Magee thanked the group for the vast amount of information provided. The Committee asked additional questions on topics including turf warranties, replacement costs, recycling of materials, and fundraising. Mr. Collins discussed possible fundraising options including having a company pay to have their logo on the field for a period of time, and reaching out to individuals who might want to donate to improve the athletics program and have their name attached to the project. In response to questioning, Mr. Costa advised that matches occasionally have to be moved from SHS to other schools because of poor field conditions, and that additional fees for busing are incurred in addition to the loss of a home field advantage.

I. Public Participation

Lilly McManus (Grade 11) and Matt Ward (Grade 12), SHS athletes and Student Ambassadors, spoke to the Committee in support of adding turf fields, and noted that spring sport tryouts have historically been held indoors because of poor field conditions. They noted concerns regarding

limited drill capabilities indoors, the need to give away home game advantage for games that are moved, and added that college athletic recruiters prefer scouting teams that play on turf versus grass.

Mr. Bryan Moss and Ms. Catherine Rajwani, members of the group Sustainable Shrewsbury, addressed the Committee for the second time regarding their concerns around artificial turf fields. Mr. Moss reiterated his support of the plan to improve the fields, but added that he was in possession of a petition signed by 112 citizens who felt that organically managed grass fields were a better option than turf. He added that SHS might not be getting the usage it desired from the existing field because of current poor conditions. Ms. Rajwani noted that she felt it would be irresponsible to approve Phase I of the project because of potential long term health and environmental consequences. She also listed what she felt were three myths associated with the project concerning safety, upgrading a natural field versus replacing with turf, and the need for a new field due to maintenance issues.

Mr. Anthony Tizzano, President of SHS Athletic Boosters, addressed the Committee. He noted that in addition to supporting to the Director of Athletics, the Boosters contribute to the athletic program, and he stated his support for the turf fields because they would allow for increased playing time, increased revenue, and increased access to the field by youth sport programs.

The Committee acknowledged that a huge amount of information had been presented by the SHS Athletic Campus Improvement team, and that several meetings had already been held on this project beginning in June 2016. They also thanked the public participants and others who provided feedback on this important project. Discussion then ensued around usage, revenue, safety, drainage, sustainability, equity of access, and enhancing value to the community.

Dr. Sawyer thanked community members for their feedback, and Mr. Collins and his team for their work on behalf of the project. He noted that other communities using turf reported favorable results. Dr. Sawyer added that the desired improvements did not represent some type of vanity project, but an attempt to do what would be best for students, the athletic program, and the community, and that turf fields meet the goals of the project to increase the frequency of use and the quality of the playing surface. He noted that many colleges use artificial turf, that safety concerns had been sufficiently vetted, and that he had no objection to selecting the Envirofill infill project without Microban coating if the School Committee felt it was unnecessary.

Dr. Magee suggested the following motion, which was moved by Mr. Wensky, and seconded by Ms. Canzano. The Committee voted unanimously to approve Phase 1 of the Shrewsbury High School Athletic Campus Improvement Plan as detailed in the document entitled "Shrewsbury Track and Field Renovations - Schematic Cost Estimate" dated 10-6-16 and proceed to final design and preparation of construction documents -using synthetic turf carpet and shock pad materials as provided in our meeting documents and infill material will be Envirofill without Microban. We authorize related fundraising activities to begin immediately. If any new information regarding materials becomes available during the fundraising portion of the project, the School Committee can revisit this topic.

V. Curriculum

VI. Policy

A. Revised Policy on Fingerprint Background Checks: First Reading

Mr. Wensky advised that the Subcommittee on Policy - Mr. Wensky, Dr. Sawyer, and Ms. Canzano - met the previous week, and noted that several proposed policy changes were to be reviewed, beginning with 635A, CHRI (Fingerprint/SAFIS).

Ms. Malone advised that new information led to the Department for Elementary and Secondary Education (DESE) recommending changes in policy, that included the designation of a Local Security Agency Officer (LASO). Proposed changes were quite detailed, and include requirements around policies being up to date, procedures, and security of information. Updated verbiage noting proposed changes was provided to the Committee, and Ms. Malone answered clarifying questions about the potential for audits. Dr. Sawyer noted that the following language would be added: *This policy will be reviewed five years from the policy effective date.*

B. Revised Policy on Physical Restraint of Students: First Reading

Mr. Wensky noted that the existing Policy 325 on Physical Restraint, while ahead of its time when drafted, did require more detail on procedures as per DESE requirements. Updated verbiage noting proposed changes was provided to the Committee. Dr. Magee noted that the draft did not include an example of a scenario where physical restraint could be used, and Dr. Sawyer noted he would reach out to Ms. Belsito to see if this type of verbiage can be added. He also noted that many of the requirements of the policy were already being met, but that additional detail would be needed to fully meet the latest requirements.

C. Revised Policy on Substance Abuse & Education: First Reading

Mr. Wensky noted that policy 751 on Substance Abuse and Education was being updated, using a as a model a policy from the Massachusetts Association of School Committees (MASC) in part to make the language more contemporary. Updated verbiage noting proposed changes was provided to the Committee, and Mr. Samia recommended that language be added to the policy to reflect that it was applicable to “any school function, *wherever located.*”

Dr. Sawyer noted that Policy 751 is a revamp of the existing policy. He added that the information provided on Substance Abuse education was designated as Policy 751A, but would be updated to reflect a policy number in the 500’s, which address Education Policy.

VII. Finance & Operations

A. Fiscal Year 2017 Grants: Report & Vote

Ms. Elizabeth Callahan, Executive Assistant for Business Services, provided the Committee with a report on FY 2017 Grants that included information on State and Federal Entitlement Grants, as well as other grant opportunities. Ms. Callahan noted that State and Federal grants represent a small portion of the Operating Budget - approximately 3%. She added that in FY 2017 two state grants were eliminated and most federal grants saw a decrease or remained flat resulting in a net decrease of \$154,601, or an 8.07% drop.

Ms. Callahan noted that competitive grants provide an opportunity for additional funding and some examples were given. Dr. Sawyer advised in response to questioning that while the district will continue to pursue competitive grants, many competitive grants are targeted towards underperforming districts, or districts that have a different demographic makeup than Shrewsbury. Dr. Sawyer added that the district had also researched private companies that procure grants for schools, but it was determined that if any money was procured, it would not necessarily be in areas where it was needed. Dr. Sawyer thanked Ms. Callahan for her work and described her as an extremely valuable team member.

The Committee began hearing the report on Staffing Levels, then returned to discussion of FY 2017 grants to vote. On a motion by Dr. Magee, seconded by Mr. Samia, the Committee voted unanimously to accept Fiscal Year 2017 Grant Funds.

B. Fiscal Year 2017 Staffing Levels: Report

Ms. Malone noted that the Staffing Report is very resource intensive, and acknowledged the efforts of Jessica Johnson, Human Resources Representative; Diane Abbott, Registrar; and Elizabeth Callahan, Executive Assistant for Business Services in its compilation. She advised that Shrewsbury Public Schools is working on its own Municipal Information Systems (MUNIS) position control project in addition to DESE required reports, and that these will vary slightly because of different reporting requirements. Ms. Malone's report provided information on existing staffing as well as anticipated needs, and she noted that the staffing information for October 1, 2016 was due to the DESE by December 1, 2016. The report provided detailed information on staffing, as well as a chart showing Actual Staffing versus Staffing Levels projected at the May 2016 Town Meeting. Ms. Malone noted that staffing needs are dynamic and subject to change, and are often mandated. Regarding solutions, Ms. Malone added that when there is turnover, resources are constantly being thoughtfully analyzed and shifted to best meet the immediate needs of the district.

Dr. Sawyer noted thanked Ms. Malone for her work managing the dynamic and resource intensive needs of the district around staffing.

C. Fiscal Year 2017: Budget Update

Mr. Collins noted that this was the first update on the FY17 Budget, which included a 3.3% update from FY16, and that the district was currently one-third of the way through the fiscal

year. Mr. Collins provided detailed information on several of the nineteen reportable categories. He noted that the budget category for Aides, ABA, and Paraprofessionals was trending toward deficit due to Special Education and English Language Learner mandates, but noted that vocational tuition had dropped due to the Assabet Valley Regional Technical High School modifying its acceptance policy, which resulted in 18 SPS students being enrolled versus the 35 who were budgeted for, and was projecting a surplus in that category. Mr. Collins advised that the current projection was for a surplus of approximately \$126,000, representing a 0.21% variance.

Dr. Sawyer thanked Mr. Collins for the report and noted the tremendous amount of volatility inherent in budget forecasting. He also acknowledged the work of Ms. Malone who provided staffing information for the report.

VIII. Old Business

IX. New Business

A. Appointment of School Committee Member as Representative to Master Plan Implementation Committee: Vote

Ms. Fryc noted that the Committee needed to appoint a member to the Shrewsbury Master Plan Implementation Committee as per a request from the Town Manager's office. Dr. Magee nominated Mr. Wensky, and Ms. Canzano seconded. On a motion by Dr. Magee, seconded by Ms. Canzano, the Committee voted unanimously to appoint Mr. Wensky as Representative to the Master Plan Implementation Committee.

X. Approval of Minutes

On a motion by Dr. Magee, seconded by Ms. Canzano, the Committee voted unanimously to approve the minutes from the School Committee meeting held on October 19, 2016.

XI. Executive Session

Ms. Fryc requested a motion to adjourn to executive session for the purpose of discussing negotiations with represented employees including Shrewsbury Education Association, Units A and B, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body. On a motion by Mr. Wensky, seconded by Mr. Samia, on a roll call vote: Mr. Samia, yes; Ms. Canzano, yes; Mr. Wensky, yes; Dr. Magee, yes; Ms. Fryc, yes, the School Committee voted to adjourn to executive session at 9:40 pm.

XII. Adjournment

On a motion by Mr. Samia, seconded by Dr. Magee, the committee unanimously agreed to

adjourn the meeting at 10:01 pm. Roll call votes were as follows: Ms. Canzano, yes; Mr. Samia, yes; Dr. Magee, yes; Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. MSBA Enrollment Certification Letter
2. Beal Building Project Update Report/Presentation Slides
3. Memo to School Committee on Background Checks
4. School Committee Policy 635A 10/19/16 Revision Draft -Background Checks
5. Memo to School Committee on Physical Restraint
6. School Committee Policy 325 Revision Draft - Physical Restraint of Students
7. School Committee Policy 751 Memo
8. School Committee Policy 751 Revision Draft - Substance Abuse & Education
9. School Committee Policy 751A Proposed Revisions
10. Existing Policy 751
11. FY 2017 Grants Report
12. Staffing Report Presentation Slides
13. Staffing Report Memo
14. Staffing Report Spreadsheet
15. FY 2017 Budget Update
16. SHS Athletic Campus Improvements/Turf Reports and Slide Presentation

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, November 16, 2016

Present: Ms. Sandy Fryc, Chairperson; Dr. Dale Magee, Vice Chairperson; Mr. Jon Wensky, Secretary; Ms. Erin Canzano; Mr. John Samia; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Mary Beth Banios, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

The meeting was convened by Ms. Fryc at 7:01 pm.

I. Public Participation

Mr. Bryan Moss, a member of the group Sustainable Shrewsbury, addressed the Committee on behalf of 120 residents who signed a petition who prefer organically maintained natural turf fields to artificial turf for the Shrewsbury High School (SHS) Athletic Field Improvement project. Mr. Moss acknowledged the amount of research done by the Shrewsbury Public Schools (SPS) on artificial turf, and requested that due diligence be done on natural field alternatives. He also requested a baseline of usage to determine if the requested usage might be above what is required in order to pay for replacement turf. Mr. Moss also noted that he had concerns about the artificial turf relative to the water supply and provided the Committee with a copy of a map entitled *Shrewsbury Aquifer Protection Overlay District, Shrewsbury, Massachusetts, April 5, 2012*.

Ms. Fryc thanked Mr. Moss for his comments and advised that the decision making that the School Committee had done regarding turf was not done in a vacuum, that the Committee had listened to all sides prior to their vote to approve the turf field project with the Envirofill infill product at the previous meeting, and that the Committee will continue to monitor information as the project moves forward.

II. Chairperson's Report & Members' Reports

None.

III. Superintendent's Report

Dr. Sawyer noted that the play *And a Child Shall Lead* will be performed at Oak Middle School this weekend, and congratulated all fall SHS athletic teams on advancing to the postseason. Ms.

Banios noted that SPS is looking for school parents and business leaders to participate in a workgroup that will help to define Shrewsbury's "Portrait of a Graduate," or what SPS graduates should look like to succeed in our interconnected world.

IV. Time Scheduled Appointments:

A. Superintendent's Awards for Academic Excellence: Presentation

The Massachusetts Association of School Superintendents requests that each superintendent, on its behalf, recognize outstanding members of the senior class in each district's high school. Due to the size of the district, Dr. Sawyer advised he is allowed to present the award to two students. Based on academic achievement, Dr. Sawyer acknowledged SHS students Michael O'Connell and Brian Chen as this year's recipients. After Dr. Sawyer provided highlights of their accomplishments, both students addressed the Committee and were presented with award certificates.

B. SHS Class of 2016 Future Plans: Report

Ms. Nga Huynh, Director of School Counseling, Shrewsbury High School and Mr. Todd Bazydlo, Shrewsbury High School Principal, provided data regarding the post-high school plans of the most recent graduating class (2016). The report noted that 98% of SHS students were attending 2 or 4 year colleges, and included information on college selection, special education students' plans, college selectivity, student college choices, future plans by gender, and selection data regarding public vs. private college. Mr. Bazydlo noted that this past year was the last year that SHS was reporting class rank, and that starting this year this reporting would not work against students, but could benefit them because of the academic strength of our overall student body.

The Committee asked clarifying questions about the diversity of colleges students were applying to, standardized tests, scholarship reporting alternatives for non college-bound graduates, and workload for counselors.

Dr. Sawyer thanked Ms. Huynh and Mr. Bazydlo for their thoughtful work on the report, and acknowledged the entire school counseling staff for their effective communication with, and hard work on behalf of, SPS students.

C. Enrollment & Class Size: Report

Dr. Sawyer and Mr. Collins presented an overview of district-wide enrollment data as of October 1, 2016. The report included information on enrollment histories, grade level population, Kindergarten to Grade 1 increases, School Committee guidelines for class size, SPED out of district placement, and vocational/technical school placement. It was noted that overall student enrollment was currently at an all time high of 6,191 from preschool through Grade 12, SHS's enrollment was 124 students greater than the previous year, and special education out-of-district placements and vocational enrollment were lower than in recent years.

In response to clarifying questions from the Committee on fewer SHS students being admitted to Assabet Valley Regional Technical High School (AVRTHS), Mr. Collins noted that AVRTHS was not currently interested in adding member communities, and that there are significant costs to districts who are member communities. Mr. Collins advised that SPS would look at programs that could be created to meet student needs (hotel management programs, for example) that do not require additional physical space or a large equipment expenditures, and Dr. Sawyer noted the Project Lead The Way (PLTW) program curriculum which provides students with a hands on, practical introduction to the field of engineering.

Mr. Gregory Nevader, Assistant Principal, Shrewsbury High School, and Mr. Bazydlo presented an overview of Shrewsbury High School enrollment and class size by department. The report included information on diversifying student populations, building capacity, enrollment versus Teaching FTEs, student-teacher ratios, class size, teacher caseloads, counselor caseloads, and considerations regarding increasing enrollment.

The Committee asked clarifying questions about space, class size, school counselor and assistant principal caseloads, and students moving to Shrewsbury from other areas of the country. Mr. Bazydlo noted that while the recent override provided relief, SHS was beginning to see an uptick in class sizes and student caseloads for teachers and counselors. He added that study halls were currently held in classrooms and that moving them to a common area could free up academic spaces. Mr. Nevader noted that student initiative is a significant factor in determining interaction with guidance counselors. Mr. Bazydlo advised that some students had significant social and emotional needs, and commended Assistant Principals at SHS for doing a great job looping with students as one means of managing their large caseloads.

Dr. Sawyer thanked Mr. Bazydlo and Mr. Nevader for their report, acknowledged that the population spike at SHS would present some challenges, noting that it is the ability for assistant principals and staff to build relationships that is the most critical factor to ensuring the safety of students and schools.

V. Curriculum

VI. Policy

A. Revised Policy on Fingerprint Background Checks: Second Reading & Vote

Mr. Wensky noted that the Department for Elementary and Secondary Education (DESE) released updated guidance regarding policies governing fingerprint based background checks, especially around procedures. One significant change was the addition of a Local Security Agency Officer (LASO), a role that would be filled by Ms. Malone. Mr. Wensky noted that a first reading of Policy 635A was held at the School Committee meeting on November 9, 2016, and that the Committee had received no public feedback. Dr. Sawyer recommended approval of the revised policy.

On a motion by Mr. Wensky, seconded by Dr. Magee, the Committee voted unanimously to approve the Revised School Committee Policy 635A on Fingerprint-Based Criminal History Record Information Background Checks.

B. Revised Policy on Physical Restraint of Students: Second Reading & Vote

Mr. Wensky noted that the existing School Committee Policy 325 on Physical Restraint was updated to provide more detail on procedures so as to be in compliance with new DESE requirements for handling specific situations. Mr. Wensky noted that a first reading of Policy 325 was held at the School Committee meeting on November 9, 2016, and that the Committee had received no public feedback. Dr. Sawyer recommended approval of the revised policy.

On a motion by Mr. Wensky, seconded by Dr. Magee, the Committee voted unanimously to approve the Revised School Committee Policy 325 on Physical Restraint of Students.

C. Revised Policy on Substance Abuse & Education: Second Reading & Vote

Mr. Wensky noted that Policy 751 on Substance Abuse and Education was being updated to reflect model policy from the Massachusetts Association of School Committees (MASC), and to make the language more contemporary. Revised School Committee Policy 751 addresses Substance Abuse. A first reading of Policy 751 was held at the School Committee meeting on November 9, 2016, and referenced Policy 751a, which was subsequently changed to Policy 542. New School Committee Policy 542 addresses *Education* on Substance Abuse, and Dr. Sawyer added that the number 542 was used to reflect its status as an Education Policy. The Committee did not receive any public feedback.

A first reading of Policy 751 was held at the School Committee meeting on November 9, 2016, but referenced Policy 751a, which was subsequently changed to Policy 542. On a motion by Mr. Wensky, seconded by Mr. Samia, the Committee voted unanimously to approve a Revised Policy 751 on Prohibition of the Use of Alcohol, Tobacco/Nicotine, and Drugs by Students, and a new Policy 542: Prevention Education Regarding of the Use of Alcohol, Tobacco/Nicotine, and Drugs by Students.

VII. Finance & Operations

A. Beal Early Childhood Center Building Project Town Meeting Recommendation: Vote

Mr. Collins noted that a Special Town Meeting (STM) will convene on December 5, 2016 to vote on Warrant Article 5, which would appropriate funds for the Beal Early Childhood Project Feasibility Study, and recommended that the Committee vote to affirm their support of Article 5 in advance of the STM. He added that it is expected that the recommended amount will be \$1.2 million and that the 50.16% reimbursement from the Massachusetts School Building Authority [MSBA] will apply so the town's net cost would be +/- \$600,000 if the appropriation were fully

expended. Mr. Collins also noted that interested community members can attend an Open House at Beal on November 29, 2016 at 7:30 pm.

Dr. Sawyer recommended that the Committee vote to affirm their support for Warrant Article 5.

On a motion by Mr. Samia, seconded by Ms. Canzano, the Committee voted unanimously to support Article 5 on the December 5, 2016 Special Town Meeting Warrant that would provide \$1.2 million in funding for the Beal Early Childhood Center Feasibility Study and allow the community to move into Module 2 of the MSBA building process.

B. Athletic Sponsorship Funding from Central One Federal Credit Union: Vote to accept

Dr. Sawyer advised that Central One Federal Credit Union (COFCU) had donated \$20,000 to support the Athletics Program and thanked COFCU for their generous support of our athletes and the program. Dr. Sawyer noted that as per School Committee policy a vote was required to accept the donation, and recommended that the Committee vote to accept the donation.

On a motion by Mr. Samia, seconded by Ms. Canzano, the Committee voted unanimously to accept the donation of \$20,000 from Central One Federal Credit Union for Athletic Sponsorship Funding.

VIII. Old Business

IX. New Business

X. Approval of Minutes

XI. Executive Session

Ms. Fryc requested a motion to adjourn to executive session for the purpose of discussing negotiations with Unit A, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body. On a motion by Mr. Samia, seconded by Ms. Canzano, on a roll call vote: Mr. Samia, yes; Ms. Canzano, yes; Mr. Wensky, yes; Dr. Magee, yes; Ms. Fryc, yes, the School Committee voted to adjourn to executive session at 8:52 pm.

XII. Adjournment

On a motion by Dr. Magee, seconded by Mr. Samia, the committee unanimously agreed to adjourn the meeting at 9:04 pm. Roll call votes were as follows: Ms. Canzano, yes; Mr. Samia, yes; Dr. Magee, yes; Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. SHS Future Plans Report
2. PreK-12 Enrollment/PreK -8 Class Size Report
3. SHS Class Size Report Narrative
4. SHS Class Size Report Counselor Caseloads
5. SHS Class Size Report SPED Caseloads
6. SHS Class Size Report Spreadsheet by Department
7. Background Checks - Revised School Policy 635A
8. Physical Restraint - Revised School Policy 325
9. Revised School Policy 751 - Drug & Alcohol Use
10. Proposed School Policy 542 - Education/Drug & Alcohol Use
11. Beal Feasibility Study Memo
12. Enrollment Presentation Slides
13. SHS Future Plans Slides
14. SHS Class Size Slides



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **12/7/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of discussing:

- A. negotiations related to collective bargaining with and a grievance by the Shrewsbury Education Association Unit A
- B. negotiations related to collective bargaining with the Shrewsbury Education Association Unit B

where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body?

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Adjournment**